

# **The Effect of Intelligence Quotient and Emotional Quotient on Lecturer Performance Mediated by Creativity**

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## **Abstract**

An important factor in determining the effectiveness of an organization is the quality of human resources in the organization. Therefore, the performance of each individual in an organization becomes an essential concern for the organization. Lecturers have a role as the primary human resources within the University who hold many duties and responsibilities. With the abilities possessed and how lecturers create good relationships with students, it will significantly affect how the campus life environment is created, which will impact the development of the University in the future. As a teacher, of course, each individual must have adequate abilities, not only in terms of intellectual (Intelligent Quotient) but also in terms of emotional management (Emotional Quotient) and creativity in teaching. In this study, further research will be conducted regarding the influence of the intelligent quotient and emotional quotient on the performance of lecturers mediated by the creativity of lecturers at a university in the West Jakarta Region. By using the non-probability sampling technique, the results obtained that the intelligent and emotional quotient factors positively influence the performance of the lecturers produced. Besides that, the creativity of the lecturers also plays an essential role in supporting the performance of the lecturers.

## Keywords

Intelligent Quotient, Emotional Quotient, Creativity, Performance

## 1. Introduction

An important factor in determining the effectiveness of an organization is the quality of human resources in the organization. Therefore, the performance of each individual in an organization becomes an essential concern for the organization. Organization consists of various human resources who have different backgrounds. Professional human resources who have good performance will be able to bring the institution to develop well and achieve its goals (Winoto, 2020). Organizational goals can be in the form of improving services, improving product and service quality, increasing competitiveness, or improving organizational performance. The organizational performance will increase if it is also supported by increased individual performance (Alizar, 2015). Performance can be interpreted as work performance or the result of the implementation of a job. According to Hendrawan (2015), performance has a meaning as an output of work produced by an organization's human resources, meaning that performance is the result of a work process carried out by humans.

In Higher Education, lecturers have the primary role as human resources who control the University's duties and responsibilities. All aspects of the ability and character possessed significantly affect the creation of relationships with students and the development of higher education in the future. Therefore, all efforts are made with the hope of improving the performance of lecturers as teaching staff comprehensively so that their functions and roles can be carried out optimally to achieve organizational goals (Nyavon, 2017).

Lecturers as teaching staff are indeed recruited based on several aspects of careful consideration and are helpful for the contribution of Higher Education. Of course, the educational aspect, namely how the lecturer's academic achievement, is the most important consideration factor. However, apart from that, on the other hand, the character of the lecturer is also an essential factor in consideration of universities in choosing the teaching staff to be recruited. A good lecturer is an individual who is undoubtedly good academically and must have a good character, because the lecturer in transferring knowledge to students, of course, must also have a pleasant personality for students so that the knowledge transfer process can run well. In addition, it can also create satisfaction from within students towards their lecturers. Student satisfaction is a factor that plays an essential role in the survival of higher education.

Intelligent individuals can continue to learn and have better planning because they tend to get more benefits than individuals with a lower intelligence quotient. In addition, intelligent individuals can retain the knowledge and abilities they have from experience, which allows them to be able to analyze new situations and develop new solutions. On the other hand, another ability, namely emotional quotient, is also an essential aspect that individuals need to observe. In the past, organizations and institutions did not pay much attention to the development of the emotional abilities of their employees. However, this aspect needs attention from the institution in the future for the institution's success (Gondal & Husain, 2013). Emotional Intelligence is an individual's ability to recognize and regulate emotions from within oneself and others and can use this information to guide one's thoughts and actions (Giardini & Frese, 2006; Mayer et al., 2008). It can be said that an Emotional Quotient is an individual's ability to understand, control, evaluate, and express their emotions. Emotional Intelligence is also centered on identifying emotions, evaluating other people's feelings, controlling their own emotions, imagining other people's feelings, social communication, and socializing with others.

Emotional intelligence is a subset of social intelligence that involves monitoring feelings and emotions both in oneself and in others (Nurita, 2012). In addition, emotional intelligence can also be interpreted as the ability to feel, understand, and selectively apply the power and sensitivity of emotions as a source of human energy, information, connection, and influence. Emotions are irreplaceable fuel for the brain to be capable of high reasoning. Emotions ignite creativity, collaboration, initiative, and transformation, while logical reasoning functions to anticipate wrong impulses and align them with life processes. Lusiawati (2013) suggests that emotional intelligence is an ability that requires one to learn to recognize and respect the feelings of oneself and others and to respond appropriately, to apply emotional energy effectively in everyday life. Emotional intelligence can put individual emotions in the right portion, sort out satisfaction and regulate moods. Mood coordination is the essence of good social relationships (Ajat Sudrajat et al., 2015). This is in line with the opinion of Goleman (2015), which reveals that emotional intelligence also determines individual success.

These two aspects (IQ and EQ) are the basis and capital of a lecturer in carrying out his responsibilities. A lecturer cannot be separated from how they can implement reasoning skills and problem-solving skills in teaching, where of course, a lecturer must have good intellectual abilities. On the other hand, EQ also plays an essential role for lecturers in building relationships with students and colleagues. Good emotional management can determine how lecturers can build a good relationship with students and co-workers.

An intelligence quotient has been described previously as an individual's ability to reason and solve a problem using logic. The aspect of intelligence is one of the critical aspects in evaluating employee performance (Schmidt & Hunter, 2000). Studies that explore the relationship between intelligence quotient and individual performance broadly explain that an individual's mental capacity can effectively predict the resulting performance of the individual. Previous research (Ree & Earles, 1992; Schmidt & Hunter, 2004) explained that intelligence could predict employee performance well in various fields of work. Intelligence also plays a significant role in predicting individual performance.

On the other hand, emotional intelligence can complement individual performance, enabling individuals to build positive relationships and create a positive work environment in the work community. This ability can help employees improve their performance by facilitating them to understand and manage their emotions to deal effectively with the pressures of changes that occur (Gondal & Husain, 2013). Previous research explained that an individual's success is not enough to have intelligence without having good emotional mastery. Research conducted by Rosete and Ciarrochi (2005) shows that managers who can understand their feelings and those of their subordinates have a much greater chance of achieving maximum results in their business. Diggins (2004), in his study, proposes that the best managers must have Emotional Intelligence so that they can make decisions based on self-management and skills in building relationships and realize how their activities can affect others in the organization. Therefore, emotional intelligence is a significant contributor to achieving organizational success.

Their performance as teaching staff determines the success of lecturers in the teaching and learning process. Lecturer performance is essential in achieving optimal learning objectives (Nyavon, 2017). In this regard, Putra (2013) argues that a lecturer must have a broader view and high creativity. High creativity must be possessed by a lecturer when teaching. This condition is done to create a learning atmosphere that is not monotonous but will have meaning to increase the enthusiasm of students' learning at every meeting. Putra (2013) added that student learning outcomes need to optimize the role of lecturers and how to teach in the classroom. The aspect of creativity is the individual's ability to give birth to something new, either in the form of ideas or real works, either in the form of works or in combination with things that already exist, which has never existed before by emphasizing the ability that is related to the ability to combine, solve or answer problems, and reflect operational capabilities. Creativity is a mental ability and various individual skills that can give birth to unique, different, original, new, beautiful, efficient, targeted, and adequate disclosures (Afriyani, 2014). Furthermore (Jufni et al., 2014) suggested that "Creativity is a key of successful teaching that is oriented to the effectiveness of the learning process, the achievement of learning goals, and the optimal education."

According to Makmur (2015), creativity is related to creative individuals who involve themselves in the creative process and support and encouragement from the creative product-producing environment. In line with this opinion, Ikasari (2014) also argues that creativity can be defined as the ability to create a new product or provide new ideas and apply them in problem-solving. Thus, it can be interpreted that creativity is a person's ability to give birth to something new, both in the form of ideas and works, both in the form of new works or in combination with things that already exist, all of which are relatively different from what has existed before (Maya Siti, 2013).

Hamidi and Indrastuti (2013) explained that lecturers who are teaching staff are required to have provisions as a teacher in line with this. Among them, lecturers who have academic qualifications, competent lecturers, lecturers who have educator certificates, lecturers who meet the requirements desired by the University, and lecturers who can achieve goals. To carry out these very strategic functions, roles and positions, professional lecturers are needed. The competence of lecturers determines the quality of the University itself. Competent lecturers as lecturers are lecturers who are professional in carrying out their duties; besides that, lecturers also need to have a good personality when teaching and be able to mingle with other people around their environment, especially being able to establish good communication and relationships with students (Nyavon, 2017). In essence, the key to the success of a lecturer in developing his creativity lies in the exciting ways and methods used by the lecturer in conducting the knowledge

transfer process. Every lecturer in implementing the abilities they have (IQ & EQ), of course, has their way, according to their creativity. The more creative the methods they implement in demonstrating their abilities, the better the results.

### 1.1 Objectives

Based on the explanation, it can be seen that in determining the performance of lecturers, it can be determined through several essential factors such as emotional intelligence, intellectual intelligence, and creativity in teaching. Therefore, this study will explore the influence of intelligent quotient and emotional quotient on lecturer performance mediated by creativity.

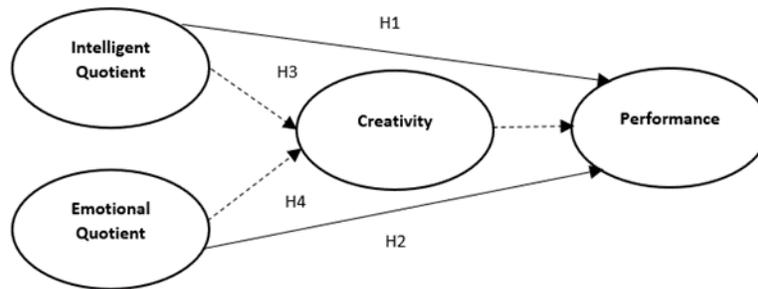


Figure 1. Research Model

- H1 : Intelligent quotient has a significant effect on lecturer performance.
- H2 : Emotional quotient has a significant effect on lecturer performance.
- H3 : Creativity mediates the relationship between an Intelligent quotient on lecturer performance.
- H4 : Creativity mediates the relationship between Emotional quotient on lecturer performance.

### 2. Literature Review

According to Wechsler (1957), Intelligence Quotient is a phenomenon that involves an assessment of a person's ability to observe, analyze, and interpret a situation. This ability belongs to the talent from within the individual that allows the individual to think, understand, and analyze logical and specula-tive problems. Gondal and Husain (2013) explained that high intelligence could be helpful in almost all fields in aspects of life, where every individual need learning and problem-solving in the context of technical and social change. Intelligent individuals can continue to learn and have better planning because they tend to get more benefits than individuals with a lower intelligence quotient.

According to Frye et al. (2006), emotional Intelligence is a dimension of emotional, affective, and social skills from Intelligence in general. Emotional Intelligence is an individual's ability to recognize and regulate emotions from within oneself and others and can use this information to guide one's thoughts and actions (Giardini & Frese, 2006; Mayer et al., 2008). Emotional Intelligence is also centered on identifying emotions, evaluating other people's feelings, controlling their own emotions, imagining other people's feelings, social communication, and socializing with others. Emotional Intelligence describes the ability of workers to control, apply or carry out emotions that can produce something good (Hutagalung, 2014). Nurita (2012) suggests that emotional Intelligence dramatically affects a person's life as a whole, starting from life in the family, work to interaction with the social environment. Therefore, emotional Intelligence has an essential role in individuals' professional, household, and personal lives.

An intelligence quotient has been described previously as an individual's ability to reason and solve a problem using logic. The aspect of intelligence is one of the critical aspects in evaluating employee performance (Schmidt & Hunter, 2000). Studies that explore the relationship between intelligence quotient and individual performance broadly explain that an individual's mental capacity can effectively predict the resulting performance of the individual. Previous research (Ree & Earles, 1992; Schmidt & Hunter, 2004) explained that intelligence could predict employee performance well in various fields of work. Intelligence also plays a significant role in predicting individual performance.

Previous research explained that an individual's success is not enough to have intelligence without having good emotional mastery. Research conducted by Rosete and Ciarrochi (2005) shows that managers who can understand their feelings and those of their subordinates have a much greater chance of achieving maximum results in their business. Diggins (2004), in his study, proposes that the best managers must have Emotional Intelligence so that they can make decisions based on self-management and skills in building relationships and realize how their activities can affect others in the organization. Therefore, emotional intelligence is a significant contributor to achieving organizational success.

According to Makmur (2015), creativity is related to creative individuals who involve themselves in the creative process and support and encouragement from the creative product-producing environment. In line with this opinion, Ikasari (2014) also argues that creativity can be defined as the ability to create a new product or provide new ideas and apply them in problem-solving. Thus, it can be interpreted that creativity is a person's ability to give birth to something new, both in the form of ideas and works, both in the form of new works or in combination with things that already exist, all of which are relatively different from what has existed before (Maya Siti, 2013).

### 3. Methods

This study uses a non-probability sampling technique, namely purposive sampling, where the target sample in this study is lecturers who have home-based universities in the West Jakarta Region. As many as 200 questionnaires were distributed to respondents, but only 125 respondents responded to fill out the questionnaire given. Structural Equation Modeling is a technique used in analyzing the data in this study.

### 4. Data Collection

The data population in this research are lecturers, and we limit the sample to lecturers who have home-based universities in the West Jakarta Region. In this research, we use questionnaire as an instrument for collecting data. We distributed 200 questionnaires to respondents, and only 125 respondents fill out the questionnaire. To analyze the data, we used Structural Equation Modeling using Smart-PLS tools. This study's procedure and analysis steps include testing the inner and outer models and ending with hypothesis testing.

### 5. Results and Discussion

In this section, testing of the model in the study begins with testing the outer model. The Outer Model test aims to determine the relationship between latent variables and their measuring indicators. This step includes several tests, among others, by testing the validity and reliability (table 1).

Table 1. Validity & Reliability Test

Variable	Cronbach' Alpha	Composite Reliability	Average Variance Extracted
Intelligence Quotient	0,786	0,759	0,659
Emotional Quotient	0,804	0,783	0,691
Creativity	0,808	0,821	0,657
Performance	0,865	0,815	0,601

Based on the results of the analysis above, it can be seen that all variables in the research model (figure 1), namely intelligence quotient, emotional quotient, creativity, and performance, have Cronbach alpha values above 0.70. From the average variance extracted (AVE) results, all variables have values above 0.50 and have composite reliability values above 0.70. So it can be concluded that all variables in this research model are valid and reliable.

Table 2. R-Square

Variable	R-Square
Creativity	0,457
Performance	0,721

The R-Square from table 2 value obtained reflects the ability and contribution of the influence of the explanatory variable's influence on the dependent variable. In other words, the value of the R-square measures the predictive ability of the research model. The results obtained are the ability of the intelligence quotient, emotional quotient, and creativity variables in explaining performance by 72.1%. The remaining 27.9% can be explained by other variables not described in this study. Based on the R-Square results obtained, it can be concluded that the predictive power in the research model is quite strong.

Table 3. Test of Hypotheses Result

Variable	Coef.	P-Value
Intelligence Quotient → Performance	0,251	0,021
Emotional Quotient → Performance	0,108	0,000
Intelligence Quotient → Creativity	0,277	0,013
Emotional Quotient → Creativity	0,236	0,108
Creativity → Performance	0,168	0,056

The results of the analysis above table 3 show that the intelligence quotient has a significant positive effect (0.251) on the performance of lecturers. This illustrates that the higher the IQ intelligence possessed by a lecturer, the better the performance produced. These results are consistent with previous research conducted by Hunter and Hunter (1984), which explained that the intelligence aspect has an essential role in predicting employee performance. In recruiting lecturers at universities, of course, specific academic qualifications must be met. Lecturers who are recruited are, of course, lecturers who have good academic qualifications, and preferably those who already have teaching experience. Consistent with the explanation of Schmidt and Hunter (2000), where it is said that the aspect of intelligence is one of the most critical aspects in evaluating performance, especially as a lecturer. Academic intelligence can predict individual performance as a whole because if individuals have intimate knowledge and correlate with their field of work, it will be much better (Gondal & Husain, 2013).

When viewed from the emotional quotient aspect, the results show that the emotional quotient has a significant positive effect (0.108) on the performance of lecturers. This illustrates that the aspect of emotional management is also an essential factor that can have an impact on the resulting performance. Emotional management here involves the process of a lecturer in building good relationships with students and co-workers. This, of course, makes the work environment, both the relationship between lecturers and students and the relationship between lecturers and colleagues, more positive. Consistent with previous research, which describes the results that individuals who can understand their feelings and their co-workers have a greater chance of achieving success in their business (Rosete & Ciarrochi, 2005). Diggings (2004), in the results of his study, also explained that the best managers must have good emotional intelligence so that they can make decisions based on self-management and skills in building relationships and be aware of how their activities can affect others in the organization. Lecturers who have good emotional management skills can empathize with students and colleagues and create good relationships with one another. If viewed from the side of students, the creation of good relations between lecturers and students will make students more concerned and more appreciative of their lecturers. This condition also does not rule out that students will also be more motivated in the teaching and learning process. On the other hand, if seen from the well-established relationships with co-workers, a conducive work environment will be formed, were working together in doing work, especially in teams, will be maximized.

The aspect of creativity also plays an essential role in supporting the performance of lecturers. The results in the table show that the aspect of creativity is proven to mediate the relationship between intelligence quotient and lecturer performance. This condition illustrates that lecturers who have good intelligence in transferring knowledge to students are carried out in creative ways, and methods will impact the resulting performance. Each lecturer certainly has a different way of delivering knowledge transfer, depending on the creativity of each lecturer. The success of lecturers in developing their creativity lies in lecturers' exciting ways and methods in carrying out the knowledge transfer process. The more creative the methods they implement in transferring knowledge to students, the students tend to be more interested in paying attention and becoming more motivated in learning, where of course, these conditions can also impact the performance produced by the lecturer.

## 6. Conclusion

In determining the effectiveness of an organization, one of the essential aspects to consider is the quality of human resources in the organization. The performance of individuals in an organization is an essential concern for the organization. Lecturers act as the primary human resources within the University who hold many duties and responsibilities. With the abilities possessed and how lecturers create good relationships with students, it will significantly affect how the campus life environment is created, which will impact the development of the University in the future. As a teaching staff, of course, individuals must have adequate abilities, not only in terms of intellectual (Intelligent Quotient) but also in terms of emotional management (Emotional Quotient) and creativity in teaching. This study explores the influence of intelligent quotient and emotional quotient on lecturer performance mediated by creativity.

The results show that the intelligence quotient has a significant positive effect on lecturer performance. This shows that the higher the IQ intelligence possessed by a lecturer, the better the performance. In recruiting lecturers at universities, of course, specific academic qualifications must be met. Lecturers who are recruited are, of course, lecturers who have good academic qualifications, and preferably those who already have teaching experience. These results are consistent with previous research, which explained that the intelligence aspect has a somewhat important role in predicting the performance of employees. The second result shows that the emotional quotient has a significant positive effect on lecturer performance. This illustrates that the aspect of emotional management is also an essential factor that can have an impact on the resulting performance. Emotional management here involves the process of a lecturer in building good relationships with students and co-workers. This, of course, makes the work environment, both the relationship between lecturers and students and the relationship between lecturers and colleagues, more positive. The aspect of creativity also plays an essential role in supporting the performance of lecturers. Creativity is proven to mediate the relationship between intelligence quotient and lecturer performance. This condition illustrates that lecturers who have good intelligence in transferring knowledge to students are carried out in creative ways, and methods will impact the resulting performance.

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