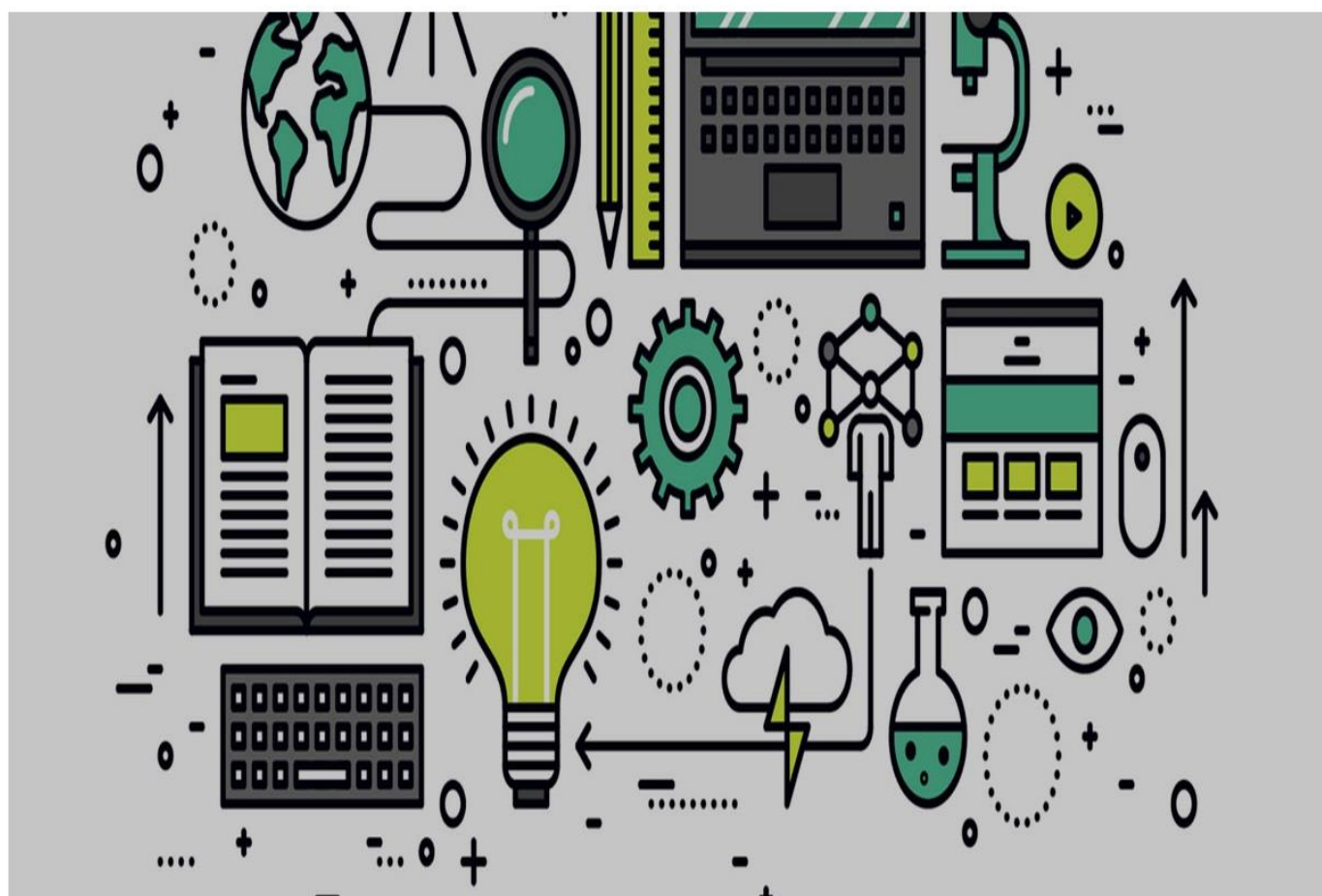


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K. Durai, M. Selvarani and V.P. Sriram

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Abstract

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Ahmed T. Al-Zaidi, Mohsin E. Al-dokheily and Sajed H. Al-Atabi

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Abstract

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Thai Duong Nguyen and Trong Duc Nguyen

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Abstract

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Dr.K.M. Ashifa

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Abstract

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Nguyen Hoang Mai and Nguyen Pham Cong Duc

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Abstract

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Padmaja Kuruba and N.D. Dushyanth

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Abstract

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Padmaja Kuruba and V. Madhusudhan

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Abstract

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Ravinder Singh, Jaisukhpal Singh, Kashish Thakur and Shaina Gupta

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Abstract

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Ahmad Asri Abd Samat, Dahaman Ishak, A. Idzwan Tajudin, M.A Shafie and Kamarulazhar Daud

Pages: 637-645

DOI: 10.5373/JARDCS/V11SP12/20193260

Abstract

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S. Alias, M.A. Azizan, N.S. Mohd-Nazry, C.C. Tay, N.H. Abd-Aziz and N.A.M. Bashar

Pages: 646-657

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Abstract

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S. Pavai Madheswari and S.A. Josephine

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Abstract

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Surendran Subramanian, Sathish Kumar Selvaperumal, Vikneswary Jayapal and Raed Mohammed Taher Abdulla

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Abstract

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Rafidah Abd Karim, Noorzaina Idris, Izwah Ismail, Nurul Huda Mohd Saad and Abdul Ghani Abu

Pages: 674-680

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Abstract

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A. Ni Kadek Intan Sintia Dewi, I. Wayan Widnyana and Anak Agung Putu Agung

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Abstract

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I. Ketut Darma, Ni Luh Anik Puspa Ningsih and Ni Putu Pertamawati

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Abstract

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Rai Sukmawati Dana, I. Wayan Widnyana and Putu Kepramareni

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Abstract

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Abstract

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Dian Tariningsih, Putu Kepramareni and Putu Lasmi Yuliyanthi Sapanca

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Abstract

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Khritzie Limanthara, I. Nengah Sudja and I. Wayan Widnyana

Pages: 723-730

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Abstract

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Gde Bagus Brahma Putra, I. Komang Gde Bendesa, I. Made Suyana Utama and I. Gusti Murjan Yasa

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Abstract

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Neeraja Ramanath and Dr.N. Parichanatham

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Abstract

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K.G. Shiny and Dr.J. Karthikeyan

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Abstract

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Dr.J. Karthikeyan, Dr.S. Horizan Prasanna Kumar, Dr. Mizanur Rahman and Dr. Por Fei Ping

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Abstract

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P. Dinesh and Dr.J. Karthikeyan

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Abstract

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M. Marina, M.Z.M. Zamzuri, Z. Nooraizeddiza, K. Alir, A.S. Syazwani and M. Izaki

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Abstract

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Hussein Shutari, Chin-Leong Wool, Haziah Abdul Hamid, Mohammed Imran Mousa, Wen-Shan Tan and Hadi Nabipour-Afrouzi

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Abstract

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Ridza Azri bin Ramlee, Nur Izzah Binti Isa, Ahmad Shukribin Fazil Rahman and Norhashimahbinti Mohd Saad

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Abstract

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I.N. Sarbini, T.J. Wong, M. Othman, L.F. Koo, A.F.N. Rasedee, P.H. Yiu and F.H. Naning

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The Influence of Intellectual Intelligence and Emotional Intelligence on Academic Achievement with Leadership as a Moderation Variable in Faculty of Dentistry University of Mahasaraswati Denpasar

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Abstract--- The timely graduation rate of a student can be an indicator in measuring student achievement in an institution. Intellectual intelligence (IQ) and emotional intelligence (EQ) of students are two things that are closely related to student achievement itself. The purpose was to analyze the effect of intellectual intelligence (IQ) and emotional intelligence (EQ) on student achievement with leadership as a moderating variable. The population in this study was 42 dental co-ass students. The sampling technique used was saturated sample so the number of samples was 42 dental co-ass students. Data collection was carried out using a Likert scale questionnaire. Data analysis was performed using SEM-PLS. The results showed that IQ had no significant effect on student academic achievement and EQ had a significant positive effect on the academic achievement. Leadership is not able to significantly moderate the effects of IQ and EQ on academic achievement of students of the Faculty of Dentistry, Mahasaraswati University.

Keywords--- Emotional Intelligence, Intellectual Intelligence, Structural Equation Modeling (SEM), Partial Least Square (PLS).

I. Introduction

The Faculty of Dentistry of Mahasaraswati University Denpasar is one of the institutions that accommodate dental co-ass students in Bali. Based on Dentist Professional Education Standards (SPPDGI, 2012), dental co-ass students must be able to master six domains and main competencies, which in their implementation are carried out with a system of fulfilling the number of clinical cases. According to the policy of the Head of the Professional Program of the Faculty of Dentistry of Mahasaraswati University in Denpasar, the dental co-ass students of the Faculty of Dentistry of the Mahasaraswati University in Denpasar must complete all clinical cases of their patients within 18 months.

The role of individuals in self-improvement greatly impacts the educational process especially in achieving and finishes all cases of clinic within a predetermined time limit. Intelligence can be a strong foundation for students to complete their learning activities. According to Fazari et al. (2017) broadly speaking, intelligence can be divided into intellectual intelligence (IQ) and emotional intelligence (EQ). Intellectual intelligence (IQ) is really an important aspect to resolve difficult problem in emotional intelligence (Dwijayanti, 2009). Emotional intelligence (EQ) is the intelligence of a person to receive, assess, manage, and control his emotions and others around him, managing emotions means understanding the emotional conditions and must be linked to the situation in order to have a positive impact. Emotions are the result of interactions between thoughts, psychological changes, and behavior. Someone who is able to optimize their emotional intelligence will be successful in any condition, including achievement in education (Goleman, 2009).

The learning system in the dental co-ass education is very different from other health professional education systems. In learning, students must provide direct care to patients, which supervised by the supervisor as the responsible person for the student. This is done by the supervisor as a form of leadership in learning. Leadership is the ability to influence, guide, show, and direct a group of people to achieve goals. Learning leadership or instructional leadership is leadership that focuses on certain aspect including curriculum, process of learning and

teaching, and also assessment, as well as self-development, and development of learning communities (Herawan, 2017). Daresh and Playco (in Daryanto 2011) define that the learning leadership is an effort of teachers to improve the students academic achievement.

Based on data from 2015 to 2018, the number of students who successfully completed their study within 18 months only seven people from a total of 243 students. This number has not even reached 5% of the total number of students. This phenomenon can describe the low level of achievement especially the academic achievement of dental co-ass students at the Faculty of Dentistry Mahasaraswati University, Denpasar. Therefore, the authors are interested in conducting research to explain intellectual intelligence (IQ) and emotional intelligence (EQ) effect on student academic achievement with supervisor leadership as a moderating variable in dental co-ass students at the Faculty of Dentistry Mahasaraswati University, Denpasar.

II. Methods

2.1. Research Design

This study uses a non-experimental quantitative method. The research was held at the Dental Hospital (RSGM) of Mahasaraswati University in Denpasar and was carried out on the dental co-ass students of the Mahasaraswati University Faculty of Dentistry in Denpasar. The variables used in this research are intellectual intelligence, emotional intelligence, and leadership which are likely to influence the timely graduation level of the profession's students. The variables in this study divided into three types of variables, which is exogenous, endogenous and moderating variables. Exogenous variables are IQ and EQ, endogenous variables is academic achievement, and the moderating variables in this study are leadership.

The population in this study was 42 dental co-ass students of the Faculty of Dentistry, Mahasaraswati University, Denpasar, who met the following criteria:

1. Dental co-ass students who are still actively registered following the clinical clerkship in each department.
2. Dental co-ass students who have been pursuing professional education for three semesters.
3. Dental co-ass students who have not taken additional semester or special semester.

Sampling technique used in this study was non probability sample technique by taking all population members as respondents or samples, so the number of samples were 42 dental co-ass students of the Faculty of Dentistry, Mahasaraswati University, Denpasar.

Data collecting methods used were interviews and a Likert scale questionnaires, followed by tests of the validity and reliability of research instruments. Data analysis using Structural Equation Modeling (SEM) with component based or variance based approaches using Partial Least Square (PLS). Results of the analysis are then interpreted and discussed so that the results of the study can be obtained.

2.2. Research Indicators

The intellectual intelligence variable has three indicators (figure ability, verbal ability, and numerical ability). The variable emotional intelligence has five indicators (relationship management, empathy, motivation, self management, and self awareness). The leadership variable has three indicators (able to facilitate, able to guide, able to act as intellectual coaches and counselors). Academic achievement variable has seven indicators (can mention, can explain, can give examples, can use appropriately, can conclude, consider important and useful, the ability to coordinate the movements of the eyes, hands, feet, and other body parts in its application)

III. Results

Intellectual intelligence variable is measured by three indicators, where verbal ability indicators have the highest average value (3.6667), followed by figure ability (3.6032) and numerical ability (3.4206). The mean value of the description of the variables of intellectual intelligence is 3.5635. The emotional intelligence variable was measured by five indicators, where the motivation indicator had the highest average value (4.0953), followed by self awareness (3.8572), relationship management (3.7917), self management (3.5857), and empathy (3.4226). The mean value of the description of the emotional intelligence variable is 3.7505. The leadership variable has three indicators, where the indicator is able to facilitate having the highest average value (3.5119), followed by being able to guide (3.5080), and able to act as an intellectual coach and counselor (3.4365). The mean value of the description of the leadership variable is 3.4855. Academic achievement variable has seven indicators, where the indicators consider it important and useful to have the highest average value (4.4881), followed by can mention (4.0595), can give examples (3.9048), can use appropriately (3.7619), can explain (3.7500), ability to coordinate the movements

of the eyes, hands, feet, and other body parts in its application (3,7262), and can conclude (3,5714). The mean value of the variable description of academic achievement is 3.8946.

3.1. Analysis Results

3.1.1. Assessing the Outer Model

a. Convergent Validity

This study uses an indicator with a loading factor > 0.5 . Indicator measurement of intellectual intelligence variables having a greater than 0.5 outer loading value, which means valid. Figure ability indicator has the highest value of 0.773. The emotional intelligence variable has a value above 0.5, which means it is valid. Self awareness indicator has the highest value of 0.791. The leadership variable has a value above 0.5, which means it is valid. Able to act as an intellectual coach and counselor indicator having the highest value of 0.827. Academic achievement variables have a value above 0.5, which means valid. Can mention indicator has the highest value of 0.801.

b. Composite Reliability

The variable has high reliability if the value of composite reliability is above 0.70. All variables already meet the reliable criteria. Intellectual intelligence value is 0.826, emotional intelligence value is 0.866, leadership value is 0.925, and academic achievement value is 0.916.

3.1.2 Testing the Inner Model

Testing the structural or inner model was done to find the relationship between variables, values of the significance and the R-square. The structural model is evaluated using R-square as well as the coefficient significance of structural path parameters.

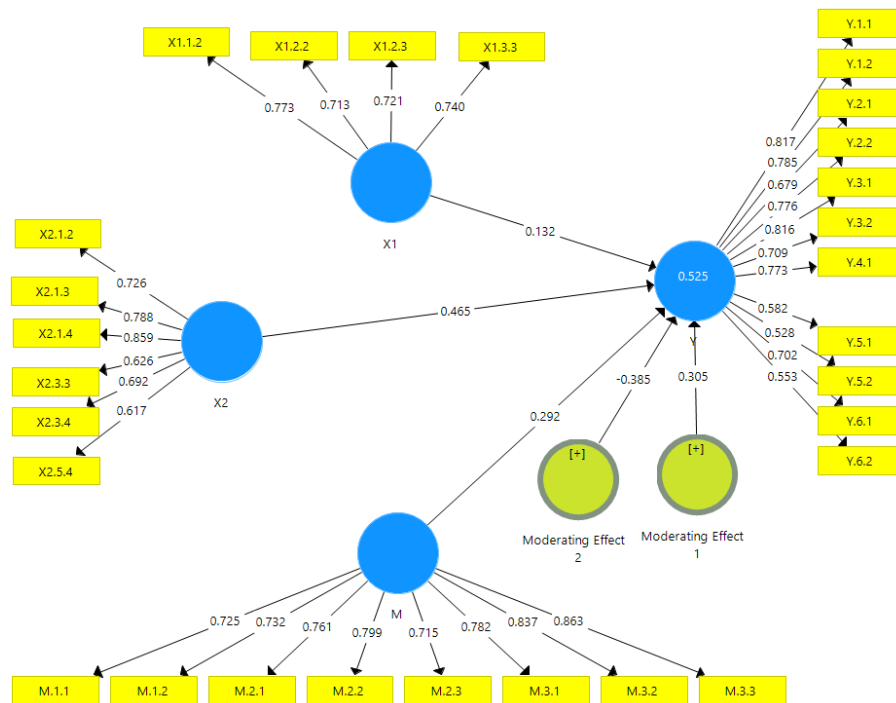


Figure 1: Structural Model (Inner Model)

From Figure 1 it can be explained that the *covariance* of indicator measurement is influenced by latent constructs or reflects variations from unidimensionality constructs which are depicted in ellipse shape with several arrows pointing from the construct to the indicator. So the changes in latent constructs also affect the indicators. In the model, two exogenous variables which is intellectual intelligence and emotional intelligence, one endogenous variable is academic achievement and one moderating variable is leadership.

The assessment of the model with PLS starts by looking at the R-square for each latent dependent variable. Values of R-square academic achievement variable is 0.525 , then structural model evaluated with regard Q2

predictive relevance model that measures how well the observed values generated by the model. Value Q-square > 0 indicates the model has predictive relevance.

Q-Square is calculated by the formula:

$$\begin{aligned} Q^2 &= 1 - (1 - R^2) \\ &= 1 - (1 - 0,525) \\ &= 1 - 0,475 \\ &= 0,525 \end{aligned}$$

Q Square Predictive Relevance (Q2) calculation result show a value of 0.525 which means the model shows good observations, where 52.5% of the relationships can be explained by the model, and the rest (47.5%) is an error factor or not included in the Research Model. Evaluation of the inner model measured by Q2 and Goodness of Fit (GoF) above shows that the model formed by the constructs has a very good model category.

3.1.3 Hypothesis Testing

Hypothesis testing was done by looking at the p value, the p value < 0.05 means it has a significant effect.

- a. Hypothesis Testing 1: Intellectual intelligence (IQ) has a significant positive effect on student academic achievement in the Faculty of Dentistry, Mahasaraswati University, Denpasar. These results can be seen in the value of $p = 0.489$. The p value is above the value of 0.05. Based on this, hypothesis 1 is rejected.
- b. Hypothesis Testing 2: Emotional Intelligence (EQ) has a significant positive effect on student academic achievement in the Faculty of Dentistry, Mahasaraswati University, Denpasar. These results can be seen in the value of $p = 0.008$. The p value is below the 0.05 value. Based on this, hypothesis 2 is accepted.
- c. Hypothesis Testing 3: Intellectual Intelligence (IQ) has a significant positive effect on student academic achievement in the Faculty of Dentistry, Mahasaraswati University, Denpasar, with leadership as a moderating variable. This result can be seen at the value of $p = 0.120$. The p value is above the value of 0.05. Based on this, hypothesis 3 is rejected.
- d. Hypothesis Testing 4: Emotional intelligence (EQ) has a significant positive effect on student academic achievement in the Faculty of Dentistry, Mahasaraswati University, Denpasar, with leadership as a moderating variable. These results can be seen in the value of $p = 0.087$. The p value is above the value of 0.05. Based on this, the hypothesis 4 is rejected.

3.1.4 Renewal of Research

This is the first empirical study to explain the intellectual intelligence and emotional intelligence effect on academic achievement, using moderating variable, namely leadership, and also the first study been done on dental co-ass students.

3.1.5 Research Implications

a. Theoretical Implications

Emotional intelligence has a greater influence than intellectual intelligence on student academic achievement. So students need to develop emotional intelligence, especially self awareness. Although leadership is unable to strengthen the influence of intellectual intelligence and emotional intelligence on academic achievement, it is expected that supervisor will continue to carry out their leadership functions in order to encourage students to get achievement and graduate on time.

b. Practical Implications

The results of this study are used as input for institutions in the quality improvement process. The results of this study are also used as input, especially to dental co-ass students to constantly improve their intellectual and emotional intelligence in order to obtain academic achievements and be able to graduate on time.

3.1.6 Research Limitations

The timing of the study was also relatively short and only used cross-sectional data. This limitation certainly has a low impact on research generalization, considering the problems faced by dental co-ass students are relatively complex and dynamic from time to time. If the model is applied at other times and conditions, it is possible that the results will be different.

IV. Conclusions and Recommendations

4.1 Conclusions

It can be concluded that the influence of intellectual intelligence (IQ) and emotional intelligence (EQ) on student achievement with supervisor leadership as a moderating variable in the dental co-ass students of the Faculty of Dentistry, Mahasaraswati University, Denpasar is as follows:

1. Intellectual intelligence (IQ) has no significant effect on student academic achievement in the Faculty of Dentistry, Mahasaraswati University, Denpasar.
2. Emotional intelligence (EQ) has a significant positive effect on student academic achievement in the Faculty of Dentistry, Mahasaraswati University, Denpasar, this shows that the higher the level of emotional intelligence, the higher the student's academic achievement. Otherwise, the lower the level of emotional intelligence, the lower the academic achievement.
3. Leadership cannot significantly moderate the effect of intellectual intelligence (IQ) on student academic achievement in the Faculty of Dentistry, Mahasaraswati University, Denpasar.
4. Leadership cannot significantly moderate the influence of emotional intelligence (EQ) on student academic achievement in the Faculty of Dentistry, Mahasaraswati University, Denpasar.

4.2 Recommendations

Based on these conclusions it can be recommended as follows:

1. Improving dental co-ass student of the Faculty of Dentistry, Mahasaraswati University, Denpasar academic achievement by increasing students emotional intelligence as a priority to increase the number of students who graduate on time.
2. Future researchers can replicate this research model through a longitudinal approach model (from time to time) and allow it to be used in other institutions.
3. Conducting research by modifying the research model, especially on moderating variables, so that variables that can moderate the influence of intellectual intelligence (IQ) and emotional intelligence (EQ) on student achievement can be found.

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