

Exploring the Influence of Emotional Intelligence on Teacher Performance

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ABSTRACT

The results of the competency test for State High School teachers who serve in one of the districts in Malaya only passed 42 percent of the total teachers. This indicates that the teacher's performance is still poor. One of the factors that causes this is emotional intelligence, which is the ability to recognize emotions of oneself and others. This study aims to determine the impact of emotional intelligence on teacher performance. This type of research uses a quantitative approach using linear regression analysis techniques. This research was conducted on high school teachers in Regency in Riau which amounted to 879 teachers. Sampling uses a random sampling technique with a size of 10% of the population, namely 90 teachers. The data collection technique is a non-test psychological measurement scale. Based on data analysis, the following results were obtained: Emotional intelligence has a significant influence on teacher performance in public high schools. The results of data analysis show that emotional intelligence has a significant influence on teacher performance in public high schools. These findings indicate that efforts to improve emotional intelligence, such as through training or emotional skills development programs, have the potential to improve overall teacher performance. This research is expected to be the basis for more effective teacher education and training policies, especially in improving the aspect of emotional intelligence as a determinant of quality education performance.

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1. INTRODUCTION

Teachers play a central role in determining the quality of education, and this is reinforced by Mulyasa (2016), who states that the quality of education has a strong correlation with the quality of teachers. Improving the quality of teachers is a very essential aspect to achieve high-quality education. However, one of the

factors that often reduces this quality is the low performance of teachers. Assessing teacher performance is a process that is closely related to the evaluation of all learning activities carried out by teachers, both in preparation, implementation, and learning evaluation. This is regulated in various regulations issued by the Ministry of Education, including the Regulation of the Minister of Education which regulates teacher quality standards in Indonesia.

The latest data shows that the performance of State High School teachers in one of the districts in Malaya is still far from ideal. For example, the preparation of syllabus and learning design activities were scored with an average of 80.24, showing that teachers have prepared teaching plans in accordance with Ministerial Regulation 22 of 2006 concerning Content Standards. However, the time management aspect which only reached a score of 56.23 is an important note, because it indicates that teachers have not managed their time effectively and efficiently. This certainly has an impact on the learning process and the final results achieved by students. Teachers have been recognized as a profession since the ratification of Law No. 14 of 2005 concerning Teachers and Lecturers, which emphasizes that teachers must meet professional standards to ensure high quality of education. According to Mutakin (2015), teacher competence contributes 42.55% to teacher performance. However, academic background also plays an important role in improving quality, especially in the teaching of specific subjects, such as mathematics. Based on this data, it is important for teachers to improve their competence, both in teaching skills and in aspects of classroom management and time management.

In addition to competence, excessive workload also contributes to work stress in teachers. Kayastha et al. (2012) mentioned that heavy workload is one of the significant factors causing stress in teachers. Darmody & Smith (2016) suggested that teachers over the age of 40 have a higher level of stress compared to other age groups, which has an impact on their physical and mental condition while working. Most teachers in this district are over 40 years old, so they are more vulnerable to work stress. Another problem that is often experienced is the mismatch between the academic qualifications of teachers and the subjects they teach. This discrepancy not only increases the teacher's workload but also affects the quality of teaching and motivation at work. For example, teachers with a background in Economics are often assigned to teach other subjects such as Geography, and this can negatively impact the effectiveness of the teaching and learning process and result in boredom and stress among teachers.

Work stress in teachers can also be exacerbated by external factors such as student behavior, role conflicts, and relationships with colleagues. In addition, rapid curriculum changes and monotonous work routines are also significant stress triggers. Symptoms of stress can be seen from a lack of patience, the appearance of apathy, frequent absences, and even a tendency to leave work. If this stress is not handled properly, it can interfere with teacher performance and have an impact on the overall quality of education. As professionals, teachers are not only required to be proficient in managing and evaluating learning, but also required to have personal resilience. One of the important aspects that supports this resilience is emotional intelligence (EQ). Tampubolon (2007) defines emotional

intelligence as the ability to recognize, understand, and manage emotions, both oneself and others, which is an important element in daily social interactions, including in the school environment.

Emotional intelligence is essential for teachers in managing their emotions when interacting with students. As Coleman expressed in Danquah (2014), emotional intelligence allows a person to better manage their emotional life, maintain harmony, and express themselves with empathy. Teachers who have high emotional intelligence tend to be able to create a positive learning environment and can motivate students to learn better, thus having a positive impact on overall teacher performance. In addition, research conducted by Labbaf et al. (2011) shows that the development of emotional skills has a positive impact on a person's academic and career development. Therefore, emotional intelligence in teachers is very important, especially in the context of a challenging educational environment. By having good emotional intelligence, teachers can more effectively deal with work pressure and maintain the quality of their performance in the long term. Based on these problems, this study aims to further explore the influence of emotional intelligence on teacher performance in public secondary schools. Thus, it is hoped that these findings can contribute to the development of training programs aimed at improving teachers' emotional intelligence as an effort to maximize the performance and quality of education at the secondary school level

2. METHODS

This study is a quantitative study that uses simple linear regression analysis techniques to obtain an overview of the influence of teachers' emotional intelligence on teacher performance at the high school level. In this method, correlation analysis is also applied to determine whether there is a close relationship between emotional intelligence and teacher performance. Using a simple linear regression analysis, this study aims to understand the extent to which emotional intelligence variables can affect teacher performance in the scope of education in a given region.

This research was carried out in all State Senior High Schools (SMAN) in the Rokan Hilir Regency area, which includes as many as 34 schools. The population in this study is all teachers who work at SMAN in Rokan Hilir, with a total of 879 teachers. To determine the sample that represents the population, this study uses a purposive sampling technique with a sample size of 10% of the total population, so that a sample of 90 teachers was obtained. This sampling technique was chosen to ensure that the characteristics of the sample are able to accurately represent the population.

In this study, the characteristics of the respondents were explained based on gender, employment status, age, education level, and length of work. Based on this distribution, most of the respondents in this study are women, with a total of 58 people (64%), while men are 32 people (36%). In terms of educational background, all teachers involved in this study have undergraduate education (S1) background, which shows the minimum educational standards met by the respondents.

The data in this study was obtained through the distribution of questionnaires that included questions regarding teacher performance, emotional intelligence, and work pressure. Although the data obtained is qualitative, the data is converted into a quantitative form by providing a scale for each answer choice on each related statement. In this change process, a Likert scale with an interval of 1 to 5 was used to measure the tendency of respondents' answers. The use of the Likert scale allows the data obtained to be statistically analyzed to test research hypotheses.

This research instrument has been tested for validity and reliability to ensure that each instrument item is able to accurately measure the variables in question. The results of the validity test show that the instrument used meets the valid criteria with a table r value of 0.207. In addition, the results of the reliability test also show that the instrument used is reliable, so that the data obtained from this instrument can provide consistent results and in accordance with the research objectives:

Table 1. Reliability Test Table

Indicator	Cronbach's Alpha	Critical Value	Conclusion
Variable x	0.893	0.6	Reliable
Variable y	0.906	0.6	Reliable

To clarify the implementation of research and at the same time facilitate understanding, it is necessary to explain the framework of thinking as the basis of understanding. The conceptual framework can be explained as follows (Figure 1).



Fig. 1- Research Concept Framework

3. FINDINGS AND DISCUSSION

To measure the extent to which an independent variable is capable of explaining the variation of a dependent variable, the coefficient of determination (R^2) is between zero and one.

Table 4. Model ^b Summary

Pattern	R	R square	Customized R Square	Forecast errors	Durbin-Watson
1	.956 ^a	.914	.912	2,559	1,653

a. Predictors: (Constant) emotional intelligence

b. Dependent variable: teacher performance

It is known that R Square is a coefficient of determination. And obtained an R Square value of 0.914. This means that the contribution of the influence of independent variables on the dependent variable is 91.4%. While the remaining 8.6% is influenced by other variables that are not included in this regression model.

Table 5. Regression Analysis

	Non- standard Coefficients		Standard Coefficient	Collinearity Statistics		
	STD	error.	Beta	t	Mr.	Tolerance
Pola	B					BRIGHT
1 (Konstan)	-	1,715		-.846	.400	
	1.451					
Emotional intelligence	.719	.034	1,000	21.002	.000	.437
						2.286

a. Dependent variable: teacher performance

$$Y = -1,451 + 0,719 X$$

That is, the constant (a) has a value of -1.451. If the emotional intelligence is both zero, then the teacher's performance has decreased by 1,451. The regression coefficient value for the emotional intelligence variable was 0.719, which means that each unit of emotional intelligence improvement improved teacher performance by 0.719.

Discussing emotional intelligence means discussing the ability to manage emotions. The results of the study show that it is known that t count (21,002) > t table (3,183) and Sig. (0.000) < 0.05. This means that the variable of emotional intelligence has a significant impact on teacher performance. The emotional

intelligence of teachers, demonstrated by empathy, and the ability to build strong relationships with pedagogical competence. This means that if teachers can empathize and form positive relationships, teachers' personalities are relatively mature. Motivation itself is strong, but it also has a strong relationship with pedagogy. This means that highly motivated teachers will be able to carry out the learning process effectively. Teachers as teachers and educators must be able to be imitable individuals and be role models and role models for both students, students' parents, and the community in carrying out their duties.

Show social awareness (empathy) to students and colleagues. Empathy also requires the ability to see the point of view of others, especially students, to understand the source of students' difficulties in accepting lessons, and to adapt learning methods that suit students. Able to establish relationships of mutual trust and harmony with various types of individuals (students and colleagues) to establish harmonious and synergistic relationships. Harmonious relationships will foster a comfortable learning and teaching environment. Being able to motivate oneself will create enthusiasm and enthusiasm to work, to work with the best, to be able to motivate students to be able to learn well, to be able to motivate students to achieve the highest learning achievement. Thus, it can be stated that emotional intelligence is significantly correlated with teacher performance.

(Perloff, 1997) explains: "... emotional intelligence" . . . refers to the capacity to recognize our feelings and those of others, to motivate ourselves, and to manage emotions well within ourselves and our relationships . . . ". This opinion reveals that emotional intelligence refers to the capacity to recognize one's own feelings and those of others, the capacity to motivate oneself, and the capacity to manage emotions well in oneself and relationships with others.

(Istan & Hardinata, 2020) concludes the understanding of emotional intelligence by stating: "According to them, emotional intelligence is the ability to monitor one's own emotions and those of others, to distinguish between them, and to use information to guide one's thoughts and actions." This opinion reveals that emotional intelligence is the ability to understand one's own emotions and the emotions of others to distinguish them and use that information to direct one's thoughts and actions.

(Clark et al., 2003) states: "Emotional intelligence is about knowing what you are feeling, and being able to motivate yourself to get the job done. It senses what others are feeling and handles relationships effectively." This opinion reveals that emotional intelligence is about how a person knows what he is feeling which can motivate him to be able to perform tasks better so that he will be able to establish better relationships with other parties.

The idea of emotional intelligence is also stated by (Roether & Dulewicz, 2011): "Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand, and explain emotions." This opinion states that emotional intelligence is the potential from within a person to be able to feel, use, communicate, recognize, remind, and describe emotions.

The findings of this study are also supported by the findings of a study conducted by (Ainnisya & Susilowati, 2018), which concluded that emotional

intelligence affects performance. (Sinaga & Sinambela, 2013) The study also concluded that emotional intelligence has a significant influence on teacher performance. Emotional intelligence is a mental state that a person has that is assessed in the sense that everyone has a different level. This is consistent with the belief (Oktalia, 2017) that emotional intelligence is the ability to feel in a way that is honest with one's conscience.

According to William James (Parker & DeCotiis, 1983), emotions are spiritual states of mind that relate to their condition. This is consistent with the belief (Parker & DeCotiis, 1983) that mood coordination is the foundation of healthy social relationships. When a person can adapt to the mood of others, they have a good level of emotionality and will find it easier to adjust to the social and school environment.

The test results showed that the significance value of the variable Emotional Intelligence on the performance of State High School teachers was $0.000 < 0.05$ so that the hypothesis in this study was accepted and H_0 was rejected. This means that there is an influence of emotional intelligence and work pressure on the performance of high school teachers. So, the higher the emotional intelligence and the lower the work stress can improve the performance of high school teachers.

This means that although some work stress does not affect performance, along with emotional intelligence it will affect performance. In other words, the work stress experienced by teachers does not affect their performance because teachers have good emotional intelligence so that they can manage work stress well. The research conducted (Hidayati et al., 2011) supports the researchers' findings that work stress simultaneously affects teacher performance in high school.

The process of learning and education, as well as character development, must involve not only knowledge but also the soul. The teacher present in the classroom to guide the student must do it with all his body and soul, which means that he must not only care about the sport on display, but also with their heart (his heart). Thus, the goal of national education, namely the development of students' potential to become human beings of faith, piety, and noble character, will be fulfilled. Therefore, when emotional intelligence, a good teacher will be able to cope with or manage job stress, so that emotional intelligence simultaneously/together affects teacher performance significantly.

Organizational performance is greatly influenced by an individual's ability to perform tasks, motivation to work, and the ability to interact with others (Robbins & Judge, 2019). Not only that, group behavior and interpersonal influence also play an important role in shaping the overall performance of the organization. In the context of education, the role of teachers as the main implementers of learning activities has a great influence on school performance. Teachers who are motivated and able to interact well, both with students and colleagues, will create a productive learning environment, which will have an impact on improving student achievement and school reputation (Goleman, 1998).

The success of a school in achieving educational goals depends heavily on the individual contribution of each teacher. Teachers who are able to carry out their duties well will have a positive impact on the achievement of school goals, including in terms of achieving academic targets, developing student character,

and achieving the overall quality of education (Mulyasa, 2016). On the other hand, the teacher's inability to carry out the task optimally will have a negative impact, not only on the individual's work productivity but also on the school's overall goals. According to research by Thoonen et al. (2011), low teacher performance can hinder the learning process, reduce students' motivation to learn, and damage the work atmosphere in the school environment.

Therefore, efforts to improve teacher performance are one of the important priorities for educational institutions. Research by Day et al. (2008) shows that improved teacher performance can be achieved through continuous professional development, emotional training, and support from a positive work environment. In this case, the support of the principal and a conducive environment has an important role in creating motivation and a sense of responsibility for teachers' duties. Thus, schools that encourage the development of teachers' skills and emotional intelligence can improve overall performance, which ultimately has an impact on the achievement of educational goals.

The optimal performance of each teacher contributes to the achievement of the goals of the organization or school, which includes the quality of graduates in accordance with the expected standards, the level of student satisfaction, and the improvement of the school's accreditation (Schleicher, 2018). On the other hand, low teacher performance will hinder the achievement of these goals, and can even affect the overall reputation of the school. Research by Skaalvik & Skaalvik (2017) shows that poor performance of one or more teachers can create a domino effect that lowers the quality of learning and creates dissatisfaction among students and parents.

Overall, the better the teacher's performance, the greater the chances of the educational institution achieving its goals. In addition to individual factors, the influence of the work environment and support from management are also important to support optimal performance. In conclusion, educational organizations need a holistic approach to improving teacher performance, including efforts to create a supportive environment and relevant training programs. This is in line with the view of Leithwood et al. (2008) who emphasized that in order to achieve optimal organizational performance, schools need to invest in the development of individual teachers and create a conducive work environment to encourage them in the achievement of tasks effectively. Even though a school has good work equipment, if it is not supported by employees who can complete tasks as expected, efforts to improve agency performance will experience obstacles. According to the opinion (Sinaga & Sinambela, 2013) which states that "the achievement of the goals of the organization/company is only possible because of the efforts of the actors contained in the organization/company. In this case, there is a close relationship between individual performance and institutional performance or company performance. In other words, if someone's performance is good, it is likely that the company's performance is also good. Another opinion was also conveyed by Prawirosentono quoted by (Clark et al., 2003) stating that individual performance (*individual performance*) and institutional performance (*institutional performance*) or organizational performance (*company performance*) have a close relationship. In

other words, if individual performance (*individual performance*) is good, it is likely that the organization's performance (*company performance*) is also good. Good employee performance if they have high skills, are willing to work for a salary or are paid under an agreement, and have hopes for a better future.

Employee performance measurement is based on what the employee is doing in the task area assigned to him. Therefore, teacher performance measurement refers to the implementation of teacher duties, namely carrying out teaching and learning activities in schools. So that the performance of the teacher referred to in this case is performance in the implementation of the teaching and learning process. Performance in carrying out the teaching and learning process is defined as the success of teachers as teaching staff in completing work with the object of assessment in the process, namely carrying out the teaching and learning process which includes planning, implementation, and evaluation. Planning includes compiling the syllabus, discussing with *the teaching team*, creating SAP, determining methods, teaching aids, media, learning resources, planning exam materials and implementing the teaching and learning process, structured assignments according to SAP and schedules and evaluating the subjects for which they are responsible, providing feedback on learning outcomes (Istan & Hardinata, 2020).

4. CONCLUSION

The test results showed that there was an influence of emotional intelligence on the performance of high school teachers. So, the higher the emotional intelligence, the better the performance of high school teachers. For school principals, it is recommended to pay attention to the emotional intelligence of teachers. This is because based on the results of research conducted that emotional intelligence can affect teacher performance. In other words, the better the emotional intelligence, the better the performance.

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