

The Influence of Work Motivation and Teacher Emotional Intelligence on Teacher Performance at SMP Negeri 2 Sampit in the 2021/2022 Academic Year

Jayadi¹, Mahmu'ddin², Alivermana Wiguna³

¹ Fakultas Keguruan dan Ilmu Pendidikan, Program Studi Bimbingan dan Konseling² Fakultas Keguruan dan Ilmu Pendidikan, Program Studi Pendidikan Ekonomi,³ Fakultas Keguruan dan Ilmu Pendidikan, Program Studi Bimbingan dan Konseling
Email: jayspt72@gmail.com,

Abstract

This study aims to determine: (1) the effect of work motivation on teacher performance at SMP Negeri 2 Sampit in the academic year 2021/2022, (2) the influence of emotional intelligence on teacher performance at SMP Negeri 2 Sampit in the academic year 2021/2022, and (3) the combined effect of work motivation and emotional intelligence on teacher performance at SMP Negeri 2 Sampit in the academic year 2021/2022. The population in this study consisted of all teachers at SMP Negeri 2 Sampit in the academic year 2021/2022, totaling 11 individuals. The study used saturated sampling, and data collection was conducted using a questionnaire. The data analysis technique employed was multiple linear regression. The results of the study showed that: (1) work motivation had an effect on teacher performance at SMP Negeri 2 Sampit in the academic year 2021/2022, with a t-value greater than the t-table value ($t = 3.180 > 2.306$), (2) there was no significant effect of emotional intelligence on teacher performance at SMP Negeri 2 Sampit in the academic year 2021/2022, with a t-value smaller than the t-table value ($t = 0.966 < 2.306$), and (3) there was a combined effect of work motivation and emotional intelligence on teacher performance at SMP Negeri 2 Sampit in the academic year 2021/2022, with a t-value greater than the t-table value ($t = 25.713 > 4.26$).

Keywords: *Work Motivation, Emotional Intelligence, Teacher Performance*

INTRODUCTION

Education aims to improve the quality of human resources. According to Sahertian (in Winarno and Mundilarno, 2018: 31) in an effort to improve the performance of educational resources, teachers are the human resource component that must be nurtured and developed continuously. Improving the quality of education must of course be supported by the quality of teaching staff. According to Abd. Madjid (2016: 6) teacher performance is the key that must be worked on. Performance is the appearance of work behavior which is characterized by flexibility of movement, rhythm and work sequence in accordance with procedures, so that results are obtained that meet quality requirements. Teacher performance is the basic capital needed to achieve organizational goals which can be assessed through teacher performance evaluation. The purpose of teacher performance assessment is to define each job related to the behavior required for its implementation whether it is in accordance with the expected performance. In line with this, Mathis and Jackson (in Abd.

Madjid, 2016: 7) said the factors that influence individual performance, including teacher performance, are: motivation, ability, support received, the existence of the work they do and relationships with the organization. Apart from that, psychological personality competence can also influence teacher performance.

According to Suryanto and Asep Jihad (2013: 17), one of the characteristics of teachers who have a healthy personality is that they can control their emotions. This is related to the teacher's emotional intelligence. In this case, teachers are important educational actors in the education system. In reality, there are still teachers who prioritize developing intellectual intelligence, but ignore the important role of emotional intelligence. Unable to control emotions and bringing personal problems into work, which has an impact on students' teaching activities.

According to Goleman (in Nofri Yenti et al, 2014: 9) states that to have emotional intelligence there are five stages, namely self-awareness (*self-awareness*), self-regulation (*self-regulation*), motivation (*motivation*), empathy (*empathy*), and social skills (*social skill*). Good emotions will increase good work motivation. This is reinforced by Siagian's

opinion (in Eri Agustin, 2015: 4) that a person's work performance in an organization really depends on his motivation.

Wexley and Yukl (in Abd. Madjid, 2016: 62) work motivation is anything that creates enthusiasm or encouragement to work. This impulse is within a person who moves to do something in accordance with the impulse within him. According to Gray (in Winardi, 2010: 9) motivation is the result of internal and external processes that give rise to an enthusiastic attitude and persistence in following the direction of certain actions.

The aim of this research is to determine the influence of work motivation on teacher performance, determine the influence of emotional intelligence on teacher performance, and determine the influence of work motivation and emotional intelligence on teacher performance at SMP Negeri 2 Sampit for the 2021/2022 academic year. It is hoped that this research can provide benefits in developing knowledge about teacher performance by paying attention to teacher work motivation and teacher emotional intelligence at the junior high school (SMP) education level, both individually and collectively.

LITERATURE STUDY

Slavin (in Rifai and Anni, 2011: 159) revealed that motivation is an internal process that activates, guides and maintains a person's behavior continuously. According to Mc. Donald (in Hamalik, 2016: 158), Motivation is a change in energy within a person which is characterized by the emergence of feelings and interactions to achieve goals. According to Jamaris (in Eri Agustin, 2015: 15) motivation is an action that moves and chooses to carry out an action towards the goal to be achieved. Based on this explanation, it can be concluded that motivation is an internal process that activates, guides and maintains a person's behavior continuously as well as changes in a person's inner (personal) energy which is characterized by the emergence of feelings, actions that move and choose to carry out an action towards the goal to be achieved and interactions to achieve the goal.

According to Abd. Madjid (2016: 62) work motivation is important for schools because it is the cause, channel and support of human behavior so that they are willing to work diligently and enthusiastically to achieve optimal results. Mc. Daniel (in Uno and Lamatenggo, 2012: 62) defines performance as an interaction between a person's abilities and his motivation. Uno (in Eri Agustin, 2015: 17) defines that work motivation is one of the factors that determines a person's performance. Teacher work motivation is nothing more than a process carried out to move teachers so that their behavior can be directed towards real efforts to achieve the goals that have been set.

According to Herzberg (in Abd. Madjid, 2016: 68) the factors of motivation are:

1. Health needs or care needs (*maintenance factors*);
2. Maintenance factors concern a person's psychological needs.

According to Sardiman (in Eri Agustin, 2015: 18) motivation can be stimulated by external factors and psychological factors and interest and motivation will initially grow from within a person. According to Vroom (in Jamaris, 2012: 176) motivation is the result of the interaction between three factors, namely:

1. Enjoy situations that require personal responsibility to solve a problem;
2. Tends to take something risk moderate versus low or high risk; And
3. Always expect real feedback from all the work he has done.

According to Pupuh Fathurrohman & Aa Suryana (in Lia Yulia, 2017: 24), the indicators used to measure teacher work motivation include: (1) adequate rewards; (2) opportunities for promotion; (3) obtain recognition; and (4) work safety. Meanwhile, Hamzah B. Uno (in Lia Yulia, 2017:25) states that indicators of teacher work motivation can be seen through: (1) responsibility in carrying out work; (2) the achievements he achieved; (3) self-development; and (4) independence in acting. Based on this explanation, it can be concluded that teacher work motivation is measured including responsibility in carrying out tasks, carrying out tasks with clear targets, independence in acting, having a feeling of joy

in working, and achievements achieved and trying to fulfill needs, opportunities for promotion, gaining recognition, and working with the hope of getting appropriate rewards.

According to Goleman (in Setyawan, 2018: 12), emotional intelligence is the ability to motivate oneself and survive in the face of frustration, control impulses and not exaggerate pleasure, regulate mood and keep stress from paralyzing the ability to think, empathize and pray. Fauziah (in Setyawan, 2018: 12) states that emotional intelligence is another side of cognitive tendencies that play a role in human activities, which include self-awareness and self-control, enthusiasm and self-motivation as well as empathy in social skills. Meanwhile, Salovey and Mayer (in Novianti Djafari, 2016: 30) explain that emotional intelligence includes the ability to monitor one's own and other people's feelings and emotions, distinguish them and use the information to coordinate one's thoughts and actions.

Goleman (in Setyawan, 2018: 13) explains that there are several factors that influence a person's emotional intelligence, including; 1) family environment; and 2) non-family environment. Meanwhile, according to Le Doux (in Setyawan, 2018: 13) the emotional intelligence factor is influenced by the state of the individual's emotional brain, the emotional brain is influenced by the amygdala, neocortex, limbic system, prefrontal lobe, and other things in the emotional brain. Salovey and Mayer (in Nasril, 2018: 18) explain the aspects contained in emotional intelligence, namely:

- a) empathy;
- b) express and understand feelings;
- c) controlling anger;
- d) independence;
- e) adaptability;
- f) ability to solve personal problems;
- g) perseverance;
- h) solidarity;
- i) hospitality; and
- j) respect

According to Law of the Republic of Indonesia Number 14 of 2005 article 1 paragraph 1 concerning Teachers and Lecturers: teachers are professional educators with the main task of educating, teaching, guiding, directing,

training, assessing and evaluating students in early childhood education, primary education and secondary education.

The Directorate of Educational Personnel (in Barnawi and Arifin, 2014: 11) explains that what is meant by performance is a form of behavior of a person or organization with an achievement orientation. The manifestation of behavior produced by someone in the organization is in the form of results that come out of a job which is a contribution to the organization. The results of this work are also called achievements produced by someone in the organization.

Rachmawati (in Eri Agustin, 2015: 41) teacher performance is the ability demonstrated by the teacher in carrying out his duties or work. Priansa (in Eri Agustin, 2015: 42) stated that teacher performance is the level of teacher success in completing their work. Teacher performance is not only demonstrated by work results but is also demonstrated by behavior at work, starting from lesson planning, in implementing classroom learning and the evaluation process or assessment of student learning outcomes.

Suprpto (in Abd. Madjid, 2016: 12) suggests that performance is an accumulation of three interrelated factors, namely;

- a) Skills: can be knowledge, abilities, interpersonal skills and technical skills.
- b) Effort: can be the motivation a person shows to complete work.
- c) External characteristics: can be facilities and work environments that support a person's productive performance.

Mitchell (in Uno and Lamatenggo, 2012: 68) details the scope of performance areas based on five dominant factors, namely: "work quality, speed/accuracy, initiative, ability and communication."

Based on the Department of National Education (Depdiknas) (in Cahyaningrum, 2015: 26), teacher performance indicators include the following.

- 1) Learning planning
- 2) Implementation of effective learning activities
- 3) Assessment of learning

Meanwhile, according to Supardi (in Lia Yulia, 2017: 15), teacher performance indicators include:

- 1) Ability to prepare learning plans.
- 2) Ability to carry out learning.
- 3) Ability to carry out interpersonal relationships.
- 4) Ability to carry out learning outcomes assessments.
- 5) Ability to implement enrichment.
- 6) Ability to carry out remediation.

Based on the results of research conducted by Eri Agustin (2015) entitled: "The Influence of Work Motivation on the Performance of Dabin IV Elementary School Teachers, Kajen District, Pekalongan Regency," it was found that 44.1% of elementary school teacher performance was influenced by work motivation. These results are in line with what was obtained from research conducted by Lia Yulia (2017) with the title "The Influence of Work Motivation and Pedagogical Competence on Teacher Performance at SMK Muhammadiyah 1 Prambanan Klaten," which shows that there is a positive and significant influence on: (1) teacher work motivation on teacher performance at SMK Muhammadiyah 1 Prambanan Klaten, (2) pedagogic competence on teacher performance at SMK Muhammadiyah 1 Prambanan Klaten, (3) work motivation of pedagogical competence teachers together on teacher performance at SMK Muhammadiyah 1 Prambanan Klaten.

Based on the explanation above, the hypotheses to be tested in this research include:

- 1) There is an influence between work motivation and teacher performance at SMP Negeri 2 Sampit for the 2021/2022 academic year.
- 2) There is an influence between the emotional intelligence of teachers on performance at SMP Negeri 2 Sampit for the 2021/2022 academic year.
- 3) There is a joint influence between work motivation and teacher emotional intelligence on teacher performance at SMP Negeri 2 Sampit for the 2021/2022 academic year.

RESEARCH METHOD

This research was conducted at the Sampit 2 State Junior High School (SMP), which is located at Jalan Ahmad Yani, Mentawa Baru Ketapang District, East Kotawaringin Regency, Central Kalimantan Province 74321. The time this research was carried out was February 15 – April 25 2022.

The approach used in this research is a quantitative approach, with a causal-comparative method or *ex post facto*. This method is research where the independent variables have occurred during the research, starting with observing the dependent variable in a study. This research aims to find the causes that allow changes in behavior, symptoms, or phenomena caused by an event, behavior, or things that cause changes in the overall independent variable that have occurred. The population in this study were all teachers at SMP Negeri 2 Sampit for the 2021/2022 academic year, totaling 11 people, consisting of 5 male teachers and 6 female teachers. The sampling technique used in this research is *non probability sampling*, specifically *saturated sampling* (census). Thus, the number of samples in this study is the same as the population, namely 11 teachers, with details of 5 male teachers and 6 female teachers.

The variables in this research consist of independent variables and dependent variables. Independent variables include work motivation (X_1) and teacher emotional intelligence (X_2). Meanwhile, the dependent variable is teacher performance (Y). The data collection technique used in this research was by distributing questionnaires containing statements regarding work motivation, teacher emotional intelligence, and teacher performance. The research instrument used was a questionnaire. The instruments used in this research have been tested for validity and reliability. Meanwhile, the data analysis techniques used in this research are Multiple Linear Regression, T Test (partial), and F Test (simultaneous).

Test the validity of this research instrument using techniques *corrected item-total correlation* by using SPSS version 15 for windows. This technique correlates the item score with the total

score, then correlates it with the correlation value of the item to the total. If the coefficient obtained is ≥ 0.30 , then the item is declared valid, and conversely if the item coefficient to the total is < 0.30 , then the item is declared invalid.

Meanwhile, the reliability test of the instrument in this research was carried out using *alpha cronbach's*, which tests the reliability of a graduated instrument with a score range of 1-4. This test uses the SPSS

program, with the criteria that the research instrument is said to be reliable if it has a Cronbach's value *Alpha* $> 0,6$.

RESEARCH RESULTS AND DISCUSSION

1. Prerequisite Test

a. Normality Test

Before testing the hypothesis, the research data needs to be tested for normality first with statistical tests *Kolmogorov-smirnov (K-S)*, using the SPSS version 15 application *for windows*. Based on the normality test, the following results were obtained.

Table 4.1 Normality Test Results *Kolmogorov-Smirnov*

		Work motivati on	Emotional Intelligenc e	Teache r Perfor mance
N		11	11	11
Normal	Mean	77.82	74.09	85.27
Parameters(a,b)	Std. Deviation	14.134	17.032	20.045
Most Extreme	Absolute	.158	.223	.177
Differences	Positive	.103	.110	.173
	Negative	-.158	-.223	-.177
Kolmogorov-Smirnov Z		.526	.741	.586
Asymp. Sig. (2-tailed)		.945	.643	.883

- a. Test distribution is Normal.
- b. Calculated from data.

Based on the results of the Normality Test above, it is known that the significant value of work motivation is 0.945, the significant value of emotional intelligence is 0.643, and the significant value of teacher performance is 0.883. So it can be concluded that the data is normally distributed because the three significant values are greater than 0.05 ($\text{Sig} \geq 0.05$).

b. Classic Assumption Test

1) Test Multicollinearity

Multicollinearity test is carried out by looking at the Inflation Factor (VIF) value. The criteria for the multicollinearity test are, if the resulting VIF is between 1-10, then multicollinearity does not occur.

Table 4.2 Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		

Work motivation	.314	3.187
Emotional Intelligence	.314	3.187

Based on the results of the analysis above, all independent variables have a VIF value < 10 or $3.187 < 10$, so it can be concluded that multicollinearity does not occur.

2) Heteroscedasticity Test

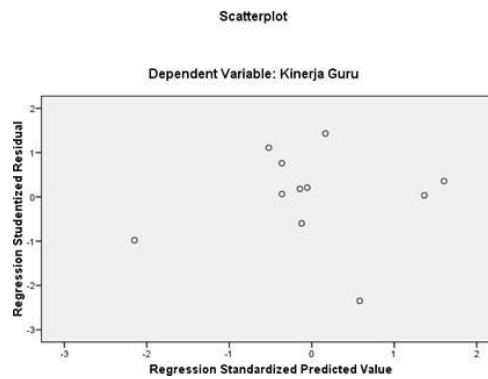


Figure 4.1 Heteroscedasticity Test Results

This test uses the help of the SPSS program *for windows*. Based on the picture above, it can be concluded that heteroscedasticity does not occur. This is because the dots spread above and below the number 0 on the Y axis without forming a particular pattern.

3) Autocorrelation Test

This test aims to detect autocorrelation, using the Durbin-Watson Test (DW Test).

Table 4.3 Autocorrelation Test Results

Mode 1	Durbin-Watson
1	1.033

Based on the test results above, it is known that this research data is free from autocorrelation. This can be seen from the value *durbin-watson* which is between -2 to +2, which is 1.033.

2. Univariate Analysis

Table 4.4 Frequency Distribution of Work Motivation Scores, Intelligence Emotional, and Teacher Performance

	N	Min.	Max.	Mean	Std. Dev
Work motivation	11	47	98	77.82	14.134
Emotional Intelligence	11	33	95	74.09	17.032
Teacher Performance	11	41	117	85.27	20.045
Valid N (listwise)	11				

The work motivation variable (X1) obtained a minimum score of 47, a maximum score of 98, a mean of 77.82 and a standard deviation of 14.134. The emotional intelligence variable (X2) obtained a minimum score of 33, a maximum score of 95, a mean of 74.09 and a standard deviation of 17.032. Meanwhile, for the teacher performance variable, a minimum score of 41 was obtained, a maximum score of 117, a mean of 85.27 and a standard deviation of 20.045.

3. Multiple Linear Regression

To determine the influence of work motivation (X₁) and teacher emotional intelligence (X₂) on teacher performance (Y) at SMP Negeri 2 Sampit, multiple linear regression analysis was used where the multiple linear regression equation was as follows:

$$Y = a + b_1X_1 + B_2X_2$$

Information:

AND : Teacher Performance

a : Constant (value of Y when X₁X₂ = 0)

b₁b₂ : Regression Coefficient (value of increase or decrease)

X₁ X₂ : Independent Variable

Table 4.5 Multiple Linear Regression Equation Test Results

Model	Unstandardized Coefficients	
	B	Std. Error
1 (Constant)	-15.514	14.563
Work motivation	1.044	.328
Emotional Intelligence	.263	.273

From the data above, the results of the regression equation can be obtained as follows:

$$Y = a + b_1X_1 + B_2X_2$$

$$Y = -15,514 + 1,044 X_1 + 0,263 X_2$$

- The constant is -15.514, meaning that if the work motivation (X₁) and emotional intelligence (X₂) value is 0 then the teacher performance (Y) value is -15.514.
- The regression coefficient for the work motivation variable (X₁) is 1.044, meaning that if the value of other independent variables remains constant and work motivation increases by 1, then teacher performance (y) will increase by 1.044.
- The regression coefficient for the emotional intelligence variable (x₂) is 0.263, meaning that if the value of other independent variables remains constant and emotional intelligence increases by 1, then teacher performance (Y) will increase by 0.263.

4. Hypothesis Testing

- Uji T (Uji Partial)

Table 4.6 Partial Test Results (T Test) of Work Motivation Variables on Teacher Performance

Calculated t value	Table t values
3,180	2,306

Based on the table above, it shows that, $t_{count} > t_{table}$, namely $3.180 > 2.306$, which means that there is an influence between work motivation and teacher performance at SMP Negeri 2 Sampit for the 2021/2022 academic year. This is generally in accordance with the opinion expressed by Uno (in Eri Agustin, 2015: 17) defining that work motivation is one of the factors that determines a person's performance.

Table 4.7 Partial Test Results (T Test) Variables Intelligence on Teacher Performance

Calculated t value	Table t values
0,966	2,306

Based on the table above, it is known that $t_{count} < t_{table}$, namely $0.966 < 2.306$, which means that there is no influence between emotional intelligence on teacher performance at SMP Negeri 2 Sampit. This is in line with research by Ari Soeti Yani and Ayu Istiqomah in 2016 entitled The Influence of Intellectual Intelligence and Emotional Intelligence on Employee Performance with Professionalism as an Intervening Variable. The relationship between emotional intelligence and performance is not significant.

b. F Test (Simultaneous Test)

Table 4.8 F Test Results (Simultaneous) between Work Motivation and Teacher Emotional Intelligence on Teacher Performance.

Mode 1	df	F	Say.
1 Regressio n	2	25.713	.000 (a)
Residual	8		
Total	10		

- 1) Predictors: (Constant), Emotional Intelligence, Work Motivation
- 2) Dependent Variable: Teacher Performance

Based on the table above, the F value is obtained $t_{count} > F_{table}$ namely, $25.713 > 4.26$ then the hypothesis is accepted. This means that there is an influence between Work Motivation (X1) and Emotional Intelligence (X2) on Teacher Performance (Y) at SMP Negeri 2 Sampit.

Thus, the variables of work motivation and teacher emotional intelligence together have a very important role in teacher performance. These two variables support each other and are related. According to Sutermeister (in Abd. Madjid, 2016: 11) says that performance is influenced by "ability (*ability*) and motivation (*motivation*)".

5. Coefficient of Determination

Table 4.9 Coefficient of Determination Test Results

Mode 1	Adjusted R Square
1	.832

Based on the analysis above, the Adjusted R Square figure was obtained at 0.832 or 83.2%, which shows that the percentage contribution of the influence of the independent variables (work motivation and emotional intelligence) on the dependent variable (teacher performance) was 83.2%.

The variations in the independent variables used were able to explain 83.2% of the variations in the dependent variables. Meanwhile, the remaining 16.8% was influenced by other factors outside the research.

CONCLUSION

Based on the results of the research that has been carried out, the researcher can draw the conclusion that:

1. There is an influence between work motivation and teacher performance at SMP Negeri 2 Sampit for the 2021/2022 academic year. With a value of $t_{count} > t_{table}$, namely $3.180 > 2.306$.
2. There is no influence between teacher emotional intelligence on teacher performance at SMP Negeri 2 Sampit for the 2021/2022 academic year. With a value of $t_{count} < t_{table}$, namely $0.966 < 2.306$.
3. There is a joint influence between work motivation and teacher emotional intelligence on teacher performance at SMP Negeri 2 Sampit for the 2021/2022 academic year. With a value of $t_{count} > t_{table}$, namely $25.713 > 4.26$.
4. The magnitude of the influence of Work Motivation and Teacher Emotional Intelligence on Teacher Performance at SMP Negeri 2 Sampit for the 2021/2022 academic year is 83.2% as shown in the Adjusted R Square value. Meanwhile, the remaining 16.8% was influenced by other factors outside the research.

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