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The effect of work motivation and emotional intelligence on teacher performance of elementary school teachers in cluster 1 pulau beringin district south oku regency

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ABSTRACT

This study aims to determine and analyze the effect of work motivation and emotional intelligence partially and collectively on the performance of elementary school teachers in Cluster 1, Pulau Beringin District, South OKU Regency. This research uses quantitative methods. Data were analyzed using multiple linear regression. This study resulted in conclusions 1) Work motivation affects the performance of elementary school teachers in Cluster 1, Pulau Beringin District, South OKU Regency; 2) emotional intelligence affects the performance of elementary school teachers in cluster 1, Pulau Beringin subdistrict, South OKU district; and 3) Work motivation and emotional intelligence together have a significant effect on the performance of elementary school teachers in Cluster 1, Pulau Beringin District, South OKU Regency. The magnitude of the influence of all independent variables on the performance of elementary school teachers in Cluster 1, Pulau Beringin District, South OKU Regency is 89.5%, the remaining 10.5% is influenced by other variables not examined in this study.



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Introduction

As teaching professionals, teachers have different work motivation from one teacher to another. This will result in differences in teacher performance in improving the quality of education. [1] Work motivation is not a single dimension, but is composed of two factors, namely: motivational factors (satisfier) and hygiene factors". Motivating factors are factors that cause job satisfaction, such as job performance, recognition, progress, a feeling that what they do is important and responsibility. Hygiene factors are factors that are proven to be a source of dissatisfaction, such as administrative policies, supervision, relationships with coworkers, salaries, security at work, personal life, working conditions and status. Teacher work motivation is an important factor in improving teacher performance because it is the main driving force for every teacher to carry out their professional duties according to applicable regulations.

Teachers as humans are born with unique characteristics in giving perceptions of something according to their emotional intelligence level. [2] Emotional intelligence is an existing human ability to sustain life in the form of emotions to recognize feelings of oneself and others, the ability to motivate oneself, and in relationships with others". The emotional intelligence that teachers need to be able to become professional teachers includes commitment, loyalty, and sensitivity. Different emotional intelligence for each teacher will

provide differences in student achievement, resulting in differences in efforts to improve the quality of education in schools.

Personal intelligence is an individual's perception that emphasizes the inner development that can lead to success. Social intelligence is the ability to provide the perception of dealing with a relationship with the environment.

Intelligence is one of the great gifts from Allah SWT to humans and makes it one of the advantages of humans compared to other creatures. With their intelligence, humans can continuously maintain and improve their increasingly complex quality of life, through a continuous process of thinking and learning. In fact, intelligence, actually until now it seems that experts still have difficulty finding a comprehensive formula about intelligence.

[3] Many people around us only have intelligence, have high degrees, not necessarily successful in the world of work. Often it is precisely those with less formal education, many of which turn out to be more successful. Most educational programs only focus on intellectual / intellectual intelligence, even though it is also necessary to develop emotional intelligence such as resilience, initiative, optimism, adaptability. In addition, so many educated people who look so promising, experience stagnation in their careers, even worse they are eliminated due to low emotional intelligence. From this Agustian concluded that Emotional Intelligence is the ability to feel. The key to emotional intelligence is the honesty of your conscience. That conscience should be the center of principles capable of providing a sense of security, guidance, strength and wisdom. When this is carried out in a work environment, it results in improved performance and success.

School is one of the places to educate and bring up quality and quantity human resources to deal with the development of the times which increasingly guides every actor of organizations, companies and education to always be able to develop their thoughts according to the circumstances needed so that there is no gap between needs. with the tools to fulfill the needs, therefore schools are guided to be truly able to create superior human beings by improving the quality of human resources

To realize all this, it is also necessary to have teaching staff who can carry out their duties and obligations in accordance with Law No. 20 of 2003, the administration of education in Indonesia is a national education system that is systematically regulated. National education functions to develop abilities and character and civilization forms. a dignified nation in the context of developing the intellectual life of the nation, aims at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, knowledge, competence, creativity, independence and become democratic and responsible citizens.

The facts in the field, as well as by looking at various sources of research journals provide inspiration as well as motivation for researchers to conduct research entitled "The effect of work motivation and emotional intelligence on the performance of elementary school teachers in Cluster 1, Pulau Beringin District, South OKU Regency".

Based on the problem identification above, it turns out that the problem is very broad, complex, and complex. However, researchers are limited to the influence of work motivation and emotional intelligence of teachers on the performance of teachers at SD Negeri Gugus 1, Pulau Beringin District, South OKU Regency. In this study focused on research problems on the effect of work motivation (X1) and emotional intelligence (X2) on teacher performance (Y) of public elementary schools in Cluster 1, Pulau Beringin District, South OKU Regency.

The formulation of the problem in this study are: 1) Is there an effect of work motivation on the performance of elementary school teachers in Cluster 1 Pulau Beringin District, South OKU Regency?. 2) Is there an effect of emotional intelligence on the performance of elementary school teachers in Cluster 1 Pulau Beringin District, South OKU Regency?. 3) Is there an effect of work motivation and emotional intelligence on the performance of elementary school teachers in Cluster 1 Pulau Beringin District, South OKU Regency?

This study aims to determine and describe the effects of: 1) Work motivation and emotional intelligence on the performance of elementary school teachers in Cluster 1, Pulau Beringin District. 2) Work motivation on the performance of elementary school teachers in Cluster 1, Pulau Beringin District. 3) Emotional intelligence on the performance of elementary school teachers in Cluster 1, Pulau Beringin District. 3) In accordance with the results of the research carried out, the writer hopes that it will provide the following benefits: Contribute to the development of knowledge about teacher performance by paying attention to teacher work motivation, and emotional intelligence of elementary school teachers in Pulau Beringin District individually or collectively.

The practical benefits of the results of this study are to provide input to: Teachers to increase their competence so that they can support the smooth carrying out of teacher professional duties. 1) Teachers to have work motivation that is getting better and more consistent so that they can make it easier to carry out their teacher professional duties. 2) Teachers to have better and more stable emotional intelligence so that they can carry out the teaching profession. 3) Teachers to have more consistent performance can result in better work efficiency and effectiveness.

Literature Review

Teacher Performance

[4] a word in Indonesian from the basic word "work that translates words from foreign languages is achievement, it can also mean work results. Performance in the organization is the answer to the success or failure of the organizational goals that have been set. [4] Performance as basically what employees do and don't do. Samudin in Pianda (2018) provides an understanding of performance as the level of task implementation that a person can achieve by using existing capabilities and limits that have been set to achieve organizational goals. [4] explains that teachers are professional education with the main task of educating, teaching, guiding, directing, training, assessing, evaluating students in formal education and secondary education.

[5] The performance of an employee is related to performance, work results, and achievements shown at a certain time. The goal is to meet the work goals of employees who will later contribute to the goals of the organization. "Teacher performance is the ability of a teacher to carry out a task or job. Good teacher performance can be assessed from the results achieved according to predetermined standards. " teacher performance is the ability shown by the teacher in carrying out the task or job. Good performance is when the results achieved are in accordance with predetermined standards.

Based on these opinions, it can be concluded that teacher performance is the result or achievement of the teacher. The achievement of these results or achievements is of course related to the implementation of the teacher in his duties and functions which are carried out professionally.

Work Motivation

[5] Explains that motivation is a series of activities to provide encouragement, namely not only to others but to yourself. So that through this encouragement it is hoped that they will be able to act towards the expected goals. Work motivation is closely related to work variations related to work attitudes and the results obtained.

From this theoretical discussion, it can be concluded that motivation is the driving force within the individual to carry out certain activities to achieve goals. By providing the right motivation, employees will be motivated to do their best in carrying out their duties, and they believe that with the success of the organization in achieving its goals and objectives, their personal interests will also be fulfilled.

Mangkunegara in [5] explains that there are several principles in motivating employee work, including: 1) The principle of participation. In an effort to motivate work, employees need to be given the opportunity to participate in determining the goals to be achieved by the leader. 2) Principles of communication Leaders communicate everything that is related to the achievement of tasks, with clear information, employees will be more motivated to work.

Emotional Intelligence

[6] Emotional (emotion) is (1) related to emotional expression, or with the deep changes that accompany emotions. (2) characterizing individuals who are easily aroused to display emotional behavior. [7] defines emotional intelligence as "the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves, and the ability to manage emotions well in oneself, and their relationships with others".

[3] emotional intelligence is the ability to understand emotions and makes it an essential source of information for understanding oneself and others as a step towards achieving goals. Cooper & Sawaf in Anis (2013) defines emotional intelligence as "the ability to feel, understand, and effectively establish emotional sensitivity as a source of energy, information and human influence". These abilities can be developed from time to time. This is also what distinguishes emotional intelligence which can continue to develop rather than intellectual intelligence.

Thus, emotional intelligence is the teacher's ability to understand emotional symptoms appropriately. Understanding these emotional symptoms, namely: recognizing the emotions of oneself and others, being able to motivate and manage one's own emotions, and being able to build good relationships with other

Method

This study uses survey methods and quantitative approaches and the research design is in the form of an influence study, namely to determine the effect of the three variables, namely the independent or independent variable Teacher Work Motivation (X1), Emotional Intelligence (X2) and the dependent or dependent variable Teacher Performance (Y).

The two independent variables, namely (X1) and (X2) are associated with the dependent variable, namely (Y) with the pattern of the relationship between variables X1 and Y, the relationship between variables X2 and Y and the relationship together X1 and X2 with variable Y. The population of this study are all SD Negeri teachers in Pulau Beringin District, totaling 259 people. Determination of the sample in this study using a cluster sampling technique represented by SDN 12 Pulau Beringin, SDN 14 Pulau Beringin and SDN 04 Pulau Beringin with a total sample size of 50 people. This research data collection using questionnaires and documentation. The research data were processed using SPSS version 23.00.

The research instrument was designed and adjusted to the existing variables, namely work motivation (X1) Emotional intelligence (X2) and teacher performance (Y). Furthermore, expert testing was carried out consisting of 3 experts with a postgraduate education qualification to test the initial stage of the instrument that had been designed. After making improvements according to expert input, the next step is to test the instrument to respondents in the study population who are not included in the research sample and the results will be analyzed statistically, namely the validity test.

Results and Discussions

The statistical analysis used in this study describes the output of the SPSS version 23 program used in testing existing hypotheses. This analysis consists of multiple linear regression analysis, F test analysis (simultaneous), t test (partial).

Table 1 <Multiple Regression Statistical Analisis>

Model	Coefficients ^a		Standardized Coefficients	t	Sig.
	Unstandardized Coefficients	Std. Error			
1 (Constant)	14.533	3.396		4.280	.000
Kecerdasan Emosional	.386	.082	.423	4.707	.000
Motivasi Kerja	.511	.082	.559	6.219	.000

a. Dependent Variable: Kinerja Guru

Work Motivation Variable (X1) has a positive and significant effect on the performance of SDN teachers in Gugus 1, Pulau Beringin District. This can be seen from the significance value of Work Motivation (X1) $0.000 < 0.05$. Furthermore, the value of $t_{table} = t(\alpha/2; nk-1) = (0.05 / 2, 50-2-1) = (0.025; 47) = 2, 02619$. The t_{count} of Work Motivation (x1) is 4.707. It means that the t_{count} is greater than the t_{table} ($4.707 > 2.02619$), so H_0 is rejected and H_1 is accepted. Beringin Island is partially accepted

The Emotional Intelligence variable (X2) has a positive and significant effect on the performance of SDN teachers in Gugus 1, Pulau Beringin District. This can be seen from the significant value of Emotional Intelligence (X2) $0.000 < 0.05$. Furthermore, the value of $t_{table} = t(\alpha/2; nk-1) = (0.05 / 2, 50-2-1) = (0.025; 47) = 2.02619$. The t_{count} value of Emotional Intelligence (x2) is 6.219. It means that the t_{count} value is the size of the t_{table} ($6.219 > 2.02619$), then H_0 is rejected and H_1 is accepted So that the hypothesis that says there is an effect of emotional intelligence on the performance of SDN teachers in Cluster 1, Pulau Beringin District is partially accepted.

F Test Results (Simultaneous)

Based on the test results, it is obtained that the F_{count} value is 201.048 with the F_{table} value is 3.20 so that the F_{count} value $> F_{table}$ or $247.775 > 3.20$, and the significant level is $0.000 < 0.05$, so H_0 is rejected and H_3 is accepted, it can be concluded that the Work Motivation variable (X1) and Emotional Intelligence (X2)

simultaneously have a significant effect on the performance of SDN teachers in Gugus 1, Pulau Beringin District.

T Test Results (Partial Hypothesis)

Hypothesis testing in regression can also be done using the t test. with the following criteria: if the probability value (significant) < than 0.05 then H_0 is rejected and H_a is accepted. Conversely, if the probability value (significant) > than 0.05 then H_0 is accepted H_a is rejected.

Effect of work motivation on teacher Performance

Work motivation variable (X1) has a positive and significant effect on the performance of SDN teachers in Gugus 1, Pulau Beringin District. This can be seen from the significant value of Work Motivation (X1) $0.000 < 0.05$.

Furthermore, the value obtained tcount is 16.240. The t table can be seen in the statistical table with a significant $0.05 / 2 = 0.025$ in the degrees of freedom $df = n - k$ or $50 - 2 = 48$, the results obtained for the t table are 2.01063. It means that the value of t is greater than the value of t table ($16.240 > 2.01063$), so H_0 is rejected and H_1 is accepted. So that the hypothesis that says there is an effect of work motivation on the performance of SDN teachers in Cluster 1, Pulau Beringin District is partially accepted.

Effect of emotional intelligence on teacher performance

The regression coefficient t value is 14,269 with a significant level of 0,000. t table can be seen in the statistical table with a significance of $0.05 / 2 = 0.025$ in degrees of freedom $df = n - k$ or $50 - 2 = 48$, the results obtained for t table are 2.01063 (see attachment t table). If tcount > ttable ($14.179 > 2.01063$), then H_0 is rejected and H_a is accepted. So it can be concluded that Emotional Intelligence has a significant effect on teacher performance.

Effect of work motivation on teacher performance

The results showed that work motivation had a significant effect on the performance of public elementary school teachers in Pulau Beringin district by 84.6%. The better the work motivation, the better the teacher's performance.

In the previous discussion, there are many theories which state the factors that support teacher performance in learning, one of which is work motivation. With the existence of good work motivation will make teacher performance better. Teachers who can do Work Motivation well will show good performance than teachers who cannot do Work Motivation well.

Effect of emotional intelligence on teacher performance

Based on the results of hypothesis 2 testing, it is known that Emotional Intelligence has a significant effect on teacher performance as shown by the results of the t test, which shows the tcount of $14.269 > 2.02619$. At a significant level of 0.05 with a dterminan coefficient of 0.827, it can be concluded that teacher performance is influenced by Emotional Intelligence of 80.9%.

The results of research that are structured show that Emotional Intelligence has a positive influence on teacher performance. Good emotional intelligence will make teachers have a balance in managing their emotions. The teacher will be able to think clearly and be calm in something. So it is concluded that Emotional Intelligence on teacher performance is accepted and its validity is tested

The Influence of Work Motivation and Emotional Intelligence on Teacher Performance

From the results of the study, it was found that work motivation and emotional intelligence together had a significant effect on the performance of public elementary school teachers in Pulau Beringin district by 89.5%. From these findings it can be interpreted that Work Motivation and Emotional Intelligence together have significant strengths on teacher performance. Good work motivation will make teaching and learning activities better so that teachers are better able to increase their ability to process learning activities. Likewise, if the creation of positive Emotional Intelligence can improve the teacher's performance

Conclusions

Based on the results of data analysis and discussion through proof of the hypothesis which includes three variables, namely Work Motivation (X1), Emotional Intelligence (X2) and Teacher Performance (Y), it can be concluded that: 1) There is a significant influence between work motivation on the performance of public elementary school teachers in Cluster 1, Pulau Beringin District. 2) There is a significant influence between Emotional Intelligence on the performance of public SD teachers in Gugus 1, Pulau Beringin District. 3) There is a significant influence between work motivation and the environment together on the performance of public elementary school teachers in Gugus 1, Pulau Beringin subdistrict.

Based on the above conclusions from this study, the authors suggest the following: 1) For schools, always try to provide something new in order to increase the work motivation of all teachers at school. 2) For teachers, they are expected to always increase their own motivation in carrying out their duties and obligations at school. With good teacher work motivation, it is hoped that it will provide an atmosphere full of enthusiasm for a teacher to carry out tasks with full responsibility and it is hoped that new creativity will emerge which will ultimately improve the teacher's own performance. 3) The next researcher, the researcher really feels there are still many shortcomings in this study, the researcher hopes that later this research can be deepened and expanded the scope of the discussion so that the results obtained will be maximized in the future.

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