

## **The Relationship between Emotional Intelligence, Work Commitment and Teacher Performance through Work Motivation**



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**ABSTRACT:** Teachers are an essential component of education in terms of boosting educational quality. Teacher performance has a significant impact on an institution's quality. However, there are other aspects that influence teacher performance, such as emotional intelligence, job dedication, and motivation. According to the findings of first observations, teacher performance remains low, with instructors failing to fulfill their tasks and functions in accordance with the needs of their profession. The purpose of this research is to examine the link between emotional intelligence, job commitment, and teacher effectiveness as measured by work motivation. This study employs a quantitative strategy to conduct an explanatory study. A total of 172 instructors from public elementary schools in Binuang District, Tapin Regency participated in the study. The sampling technique used is proportional random sampling. The number of samples was determined based on the Cronbach Alpha formula with 120 people. Data were collected using a questionnaire consisting of emotional intelligence (30 items), work commitment (40 items), work motivation (50 items), teacher performance using PKG (78 items). The questionnaire was prepared using a Likert scale that had been tested for validity and reliability using correlation. The data collected uses path analysis to see the direct and indirect relationships between variables, by first testing normality, linearity, homogeneity and multicollinearity. The results showed that there was a direct and indirect relationship between emotional intelligence, work commitment and teacher performance through work motivation.

**KEYWORDS:** emotional intelligence, work commitment, performance, motivation

### **INTRODUCTION**

Teacher performance is the outcome of a teacher's efforts in carrying out the responsibilities that have been allocated to him. The quality and amount of output, as well as work dependability, are all factors in teacher success. Teachers may work effectively if they have a high level of performance, which allows them to generate high-quality work. It is hoped that the school's organizational goals may be met thanks to the teacher's excellent performance. On the other hand, if working instructors do not perform well enough to generate good work, school organizational goals will be difficult, if not impossible, to achieve (Purwanto, 2018: 48). The findings of Aslamiah's research (2015) point to issues that frequently arise in regards to teacher effectiveness, such as instructors who have yet to comprehend scientific and technological advancements. There are still many teachers who only continue the habit of implementing the educational curriculum so that teachers lack creativity in innovating learning activities and exploring learning methods and strategies, teaching materials and new patterns of learning relationships in accordance with the progress of the times and the characteristics of today's students.

The current condition shows that teacher performance appears to be less than ideal. Teachers carry out their responsibilities in a monotonous and unimaginative manner. For instructors, innovation is very limited, and originality is not regarded as a necessary component of success. One of the hallmarks of the Indonesian education crisis, according to Danim (2014:38), is that instructors have not been able to demonstrate appropriate work performance. This demonstrates that teacher performance has not been completely supported by an acceptable level of competency mastery, implying that thorough measures to develop teacher competence are required.

Based on the findings of preliminary study conducted in many public elementary schools in Binuang District, Tapin Regency, it is clear that teacher performance still needs to be improved. There are still many teachers who have not carried out their duties and functions in accordance with the applicable provisions and the true demands of the profession; teachers still have a tendency to reduce themselves to the role of mere teachers, ignoring their responsibilities in educating and training students. Teachers appear to carry out their responsibilities carelessly, failing to notice signals of the real learning process, such as failing to make lesson plans despite the fact that they are prepared, indicating a disconnect between practice and learning theory. In the implementation

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of learning, teachers also rarely use learning media, because they only use the lecture method, not using varied and innovative learning methods. So that in carrying out its duties and functions, it is limited to obligations only. This situation illustrates that not all teachers can carry out the requirements of the teaching profession well, and not all teachers can implement the teacher's code of ethics that has been formulated.

Various difficulties that may still be felt and are causing poor teacher performance must be addressed or corrected. According to Siagian (2014:14), the world of education will remain unchanged as long as lecturers and professors refuse to change, are not adaptable to change, and are not anticipatory of change. Coaching and increasing teacher effectiveness might be the beginning of these improvements.

Work experience, education, personality attitudes, organization, leaders, social conditions, individual requirements, workplace physical conditions, abilities, and work motivation are all elements that might impact teacher effectiveness (Priansa, 2014: 58). To improve or raise the elements that impact a teacher's performance, it is required to improve or increase the factors that affect the teacher's performance.

One of the factors that influence teacher performance is emotional intelligence. Emotional intelligence can be interpreted as the ability to know one's own feelings and the feelings of others, and use these feelings to guide one's thoughts and behavior. Thus, emotional intelligence is the ability to recognize one's own feelings and the feelings of others, motivate oneself, and manage emotions well in oneself and in relationships with others (Ginanjar, 2014:61). Furthermore, problems related to factors that affect teacher performance are the teacher's commitment to the duties and positions he carries out or commitment to the organization where the teacher works. This statement is supported by Khan et.al who stated that the commitment of a teacher to his organization can be an important instrument to improve the performance of the teacher (Darmansyah, 2017: 92). Suriansyah (2013: 54) argues that motivation is important because motivation can be the cause, channel, or supporter of a person's behavior so that the person is willing to work hard and enthusiastically to achieve optimal results.

Thus, it can be understood that if work motivation is low, it will also result in low performance, despite having good abilities and available opportunities. Likewise, if work motivation is high, but if the opportunity to use its abilities is not given the opportunity then performance will also be low. Alternately, if work motivation is high, and opportunities have been given, but if the ability is not possessed, then performance will also be low. Based on this description, there are many factors that affect teacher performance. This is the background of the problem so that it takes the basis for conducting research on the relationship among emotional intelligence, work commitment and teacher performance through the work motivation of State Elementary School teachers in Binuang District, Tapin Regency.

### **METHOD**

This study aims to describe and analyze direct and indirect relationships between variables such as emotional intelligence on teacher performance, work commitment on teacher performance, work motivation on performance, emotional intelligence on motivation, work commitment on motivation, emotional intelligence on performance through motivation and performance, and emotional intelligence on performance through motivation and performance. Motivation leads to job dedication and performance. All 172 public elementary school teachers in Binuang District, Tapin Regency, were included in the study. Proportional random sampling was utilized as the sample method. With 120 persons, the number of samples was calculated using the Cronbach Alpha formula. Data were collected using a questionnaire consisting of emotional intelligence (knowing oneself, managing emotions, motivating oneself, recognizing other people's emotions, building relationships with others), work commitment (affective commitment, continuance commitment, normative commitment), work motivation (achievement, recognition, the work itself, responsibility, advancement, company policy and administration, quality supervisor, interpersonal relations, working conditions, wages or salaries), teacher performance using PKG. The questionnaire was compiled using a Likert scale which had been tested for validity and reliability using correlation. The data collected uses path analysis to see the direct and indirect relationships between variables, by first testing normality, linearity, homogeneity and multicollinearity.

### **RESULTS**

The results of linear regression analysis show the relationship model among emotional intelligence (X1), work commitment (X2) and work motivation (Z) with teacher performance (Y) as presented in Table 1.

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**Table 1. Regression Analysis X1, X2, and Z against Y**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13,335	5,933		2,248	.026		
	Emotional Intelligence (X1)	.266	.070	.457	3,800	.000	.432	2.315
	Work Commitment (X2)	.195	.079	.527	2.808	.000	.112	8.929
	Work Motivation (Z)	-.130	.027	.684	5.027	.000	.816	9.253

a. Dependent Variable: Performance (Y)

Source: Calculation Results of Relationships among Variables

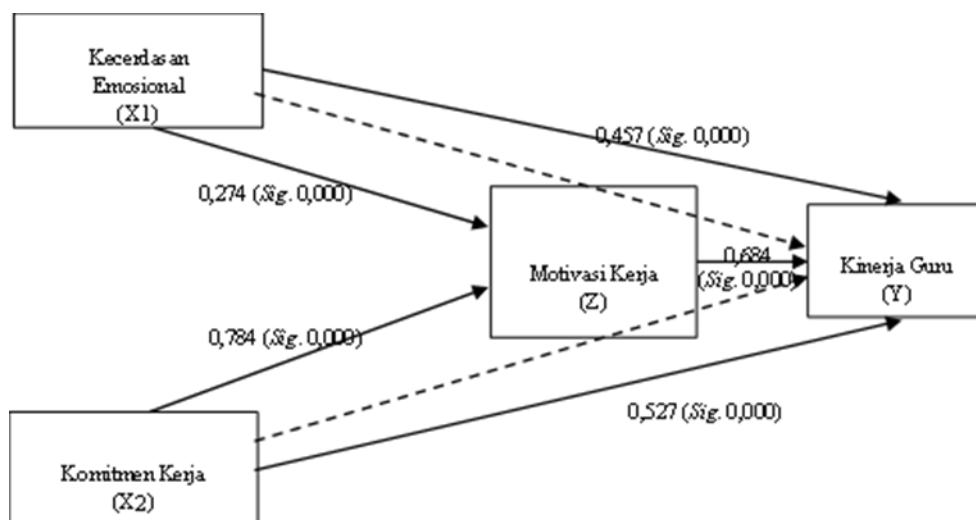
The results of the analysis as seen in Table 1 shows the relationship between Emotional Intelligence (X1) and Work Commitment (X2) on Teacher Performance (Y) through Work Motivation (Z) as presented in the Figure 1.

**Table 2. Mean, Standard Deviation, and Stage of Research Variables**

Variable	mean	Standard Deviation	Stage
Emotional Intelligence	114.11	5.80	Tall
Work Commitment	139.71	7.39	Tall
Work Motivation	154.57	7.36	Tall
Performance	29.18	4.34	Low

**Table 3. Summary of path analysis results**

Structural 1				
Emotional Intelligence, Work Commitment to Work Motivation				
Variable	Path Coefficient	T	p	R2 -
Emotional Intelligence	0.274	8,772	0.000	0.918
Work Commitment	0.784	25,122	0.000	
Structural 2				
Teacher Professionalism, Work Motivation, Work Discipline on Performance				
Variable	Path Coefficient	T	p	R2 -
Emotional Intelligence	0.457	3,800	0.000	0.275
Work Commitment	0.527	2,808	0.000	
Work motivation	0.684	5,027	0.000	



**Figure 1: Results of the analysis of the relationship between variables**

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Based on Table 3 and Figure 1, the rejection of the hypothesis in this study can be seen in Tables 4 and 5.

**Table 4. Summary of Hypothesis Testing Decisions H<sub>1</sub> H<sub>2</sub> H<sub>3</sub> H<sub>4</sub> H<sub>5</sub>**

Hypothesis		P	Decision
H <sub>1</sub>	There is a direct relationship between emotional intelligence and teacher performance	0.000	Accept
H <sub>2</sub>	There is a direct relationship between work commitment and teacher performance	0.000	Accept
H <sub>3</sub>	There is a direct relationship between work motivation and teacher performance	0.000	Accept
H <sub>4</sub>	There is connection direct Among intelligence emotional and motivation workteacher	0.037	Accept
H <sub>5</sub>	There is a direct relationship between work commitment and teacher work motivation	0.000	Accept

**Table 5. Summary of Hypothesis Testing Decisions H<sub>6</sub> and H<sub>7</sub>**

Hypothesis				Decision
		Direct	Indirect	
H <sub>6</sub>	There is an indirect relationship between emotional intelligence and performance teacher through motivation work teacher	0.457	0.187	Accept
H <sub>7</sub>	There is an indirect relationship between work commitment and teacher performance through teacher work motivation	0.527	0.536	Accept

The results of the path analysis as can be seen in Table 1 are used to answer the seven research hypotheses that have been formulated whose decisions are given in Table 2 and Table 3. Table 4 is a summary of the decisions of H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub> with the criterion of significance value is less than 0.05, then the hypothesis is accepted. Table 5 is a summary of the decisions on hypothesis testing H<sub>6</sub> and H<sub>7</sub> provided that if the direct correlation coefficient is smaller than the indirect relationship coefficient, then the hypothesis is accepted. Based on the results of the analysis in Tables 1, 2, and 3 above, this study found a relationship between variables.

## DISCUSSION

### A. The direct relationship between Emotional Intelligence and Teacher Performance

The findings revealed a 0.457 direct correlation between emotional intelligence and teacher effectiveness. This indicates that instructors with a high level of emotional intelligence will also have a high level of performance. As a result, it is possible to deduce that emotional intelligence has a significant impact on a teacher's ability to accomplish his or her duties. Intelligence emotional is an internal component that plays an essential role in recognizing, valuing, and controlling feelings in oneself and others for emotional and intellectual growth, as well as using it in everyday activities, particularly in the fulfillment of duties and responsibilities. Good or poor performance of a teacher is strongly suspected to be influenced by the level of emotional intelligence of the teacher. A teacher who has intelligence emotional tall sued for study confess and value feeling yourself and others, respond appropriately and apply effective every state emotional in daily life.

Goleman (2016) stated that emotional intelligence also has an important role on a person's performance because intellectual could not work well without emotional intelligence. Besides developing intellectual and spiritual, teachers need to increase emotional intelligence. Teachers will be able to develop the ability by controlling and managing feelingsemoional. Individuals or people who can develop their abilities indirectly commonly have good performance.

This is confirmed by the studies that have been done related to the influence of a person's emotional intelligence on his performance. As in the research conducted by Rahmasari (2019) which concluded on his research that emotional intelligence significantly influences teacher performance. Where the better the emotional intelligence in an organization, the higher the teacher's performance felt by the teacher at work. Other studies such as Hairina, Jora (2020) show that emotional intelligence has a direct positive influence on teacher performance as reinforced by Ardiansyah, Yusuf & Sulistiyowati (2018) which states that there is an influence between emotional intelligence and performance. Then it was strengthened again by research conducted by Satriyono and Vitasromo (2018) which stated the same thing. And it is strengthened again by the research of Ekowati, Sri, et al (2020) which states that the higher the emotional intelligence, the higher the teacher's performance.

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### **B. Direct relationship between work commitment and teacher performance**

The results showed that there was a direct relationship between work commitment and teacher performance of 0.527. This means that a committed teacher A good teacher will tend to have high performance as well. Teacher performance is very important in order to create conducive working conditions so that schools can run efficiently and effectively.

Work commitment is a concept of work attitude because attitudes towards work are related to the presence or absence of engagement and involvement somebody to organization. Commitment works as encouragement from in self a teacher to do something so that could support success learning in accordance with destination and more prioritize interest education compared interest alone. In view this, teachers who have commitment which tall will prioritize the interests of the organization rather than personal interests or the group.

There are three behaviors related to performance related to commitment, such as the teacher's belief in accepting that the workplace in accordance with its commitment will always be passionate about work so that this belief will improve performance, the desire to work or try in the organization as a life contract. In this context, the teacher will provide time, opportunity, and personal activities to work in the organization or be sacrificed to the organization without expecting personal rewards and the desire to survive and become part of the organization. of the. Teachers will be willing to put forth a high degree of effort for the benefit of the organization, in order to facilitate the achievement of organizational goals.

Previous research that is in line with the statement above, such as Rahmadin (2017), namely that there is high organizational commitment will increase high performance as well Sumarno (2015). The results of Ruslan's research study (2018) concluded that there is a direct significant effect of commitment on teacher performance. Then it was strengthened again by research conducted by Prasetyono, Hendro; Ramdayana, Pratiwi (2020) concluded that there was a positive and significant influence on teacher performance. Then another opinion was put forward again by Billy (2019) and then strengthened again by research conducted by A Dirwan (2014) which states that the same thing proves that commitment is able to mediate the influence relationship on teacher performance.

### **C. Direct relationship between work motivation and teacher performance**

The results of the analysis show that there is a direct relationship between motivation and teacher performance of 0.684. This means that the higher the teacher's motivation, the better the performance shown.

Performance is an ability to carry out tasks or work in accordance with the attitudes, knowledge and skills and motivation of the teacher. With regard to the motivation possessed by an individual at work, Danim (2014) explains that achievement motivation is (1) a person's desire to achieve success, (2) a person's desire to be involved in a task, (3) a desire to succeed in carrying out difficult tasks assigned to him.

Aslamiah (2018) explains that individuals who have high motivation will always want to work hard to succeed without expecting rewards and praise. A teacher's motivation is very influential on teacher performance, because by having motivation, the teacher will carry out the task as well as possible so as to produce high performance. A teacher who has work motivation will be able to improve his performance as revealed by Elliot (Suriansyah, 2019) which explains that a teacher who has good performance tends to have high achievement motivation and has positive skills in doing assignments.

Research on achievement motivation with performance conducted by Aslamiah & Normianti. (2019). As well as reinforced by Fauzyah's research, Nurul (2020) on teachers shows that motivation has a significant influence on teacher teaching performance.

The results of this study are in line with research by Abdullah et al., (2018), Hairina (2020) and Ridwan & Dalle (2018) which state that someone who has high motivation will be able to carry out his work optimally, and people who work optimally indicate that the person has a high level of motivation. high performance that affects the results to be achieved.

### **D. The direct relationship between Emotional Intelligence and Work Motivation**

The results of the analysis show that there is a direct positive and significant relationship between emotional intelligence and work motivation of 0.274. This means that teachers who have good emotional intelligence will tend to have high work motivation as well. Thus it can be assumed that emotional intelligence is very influential with the work motivation of teachers in carrying out their duties or work. Emotional intelligence is a component that makes a person Becomes smart to use emotion, even explained that emotion somebody is in the depths of the heart and hidden instincts. While motivation in this case is an impulse that can move the soul and physical to behave.

According to Goleman (2016), one aspect of the development of emotional intelligence is motivation management, the relationship between emotional intelligence and self-motivation, self-control, and creativity, such as motivation has reasons to provide encouragement to always improve performance, have mental readiness to make sacrifices to achieve organizational goals, and control one's own emotions and using them to improve opportunities for success.

Emotional intelligence is required to nurture high levels of job motivation, thus teachers who are able to build emotional intelligence have a higher level of motivation. Emotional intelligence is one of the skills that has been discovered and



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demonstrated to be the most important factor in boosting and strengthening motivation from within. Because the teacher's emotional intelligence is underdeveloped, he or she is unable to employ self-motivation to attain success.

The findings of this study corroborate those of Jora (2020) and Rahmasari (2019), who found that emotional intelligence has a direct impact on job motivation. Further, it strengthened the research study conducted by Hakiki M (2020), Nurlaeliah, Riska, Prasetyo, Teguh, Firmansyah, and Willis (2021), stating that emotional intelligence and motivation are closely related. In addition, it is in line with Herawaty's research study and Dewi (2016) showing that there is a causal relationship between variables, to investigate a causal relationship based on observations of the effects that occur.

### **E. Direct relationship between work commitment and work motivation.**

The results of the analysis show that there is a direct positive and significant relationship between work commitment and work motivation of 0.784. This means that teachers who have good emotional intelligence will tend to have high work motivation as well. Teacher work commitment has a very important role in building teacher motivation. The commitment of the teacher is one of the keys that determines the success or failure of a school organization to achieve its goals. Teachers who are committed to their work usually show high motivation at work, which is reflected in a work attitude that is attentive to their duties, they are very responsible for carrying out their duties and are very loyal to the school.

Thus, it can be assumed that emotional intelligence is very influential with the work motivation of teachers in carrying out their duties or work. The higher the commitment possessed by the employee, the higher the work motivation of the teacher. Conversely, if the level of commitment of the teacher is low, the employee's work motivation is getting weaker. This conclusion can thus support a number of previous theoretical concepts that high commitment from organizational members is positively correlated with high motivation and increased performance (Asmiranda, 2018)). Similarly, according to Mowday & Steers (2015) states that work commitment to being part of an organization will increase if it is supported by high motivation from employees related to their work. If this happens, it is certain that teachers who are committed will be able to control themselves and have high motivation to develop the school. Such teachers are said to have a high work commitment. On the other hand, if the teacher does not have a high commitment, he will have low motivation and less than optimal in carrying out his duties. This is in line with research conducted by Sukanto, Y., & Pardjono, P. (2016), and strengthened by research by Silalahi, B. Y. (2011), as well as research by Putri, F. I. (2020) which states that it has a positive and significant relationship .

### **F. Indirect Relationship of Emotional Intelligence and Teacher Performance Through Teacher Work Motivation**

The findings show that there is an indirect positive and substantial association between emotional intelligence and performance through teacher motivation of 0.187, however the relationship is only moderately close. Since Herzberg's theory of motivation is more relevant when used to measure employee motivation in companies or non-government institutions, the weak indirect relationship between emotional intelligence and teacher performance through work motivation is due to the use of Herzberg's theory of motivation, which is not relevant when used to measure teacher work motivation.

Emotional intelligence refers to the ability to experience, receive, and build emotions, as well as the ability to comprehend emotions and emotional knowledge in order to increase emotional and intellectual growth. Emotional intelligence is divided into five categories: the capacity to recognize, manage, motivate, and recognize the emotions of others, as well as the ability to develop relationships with others. Emotional intelligence, according to Goleman (2016), comprises the capacity to govern oneself, be driven, be vigilant, and be able to motivate oneself. Emotional intelligence promotes motivated growth by describing what to accomplish, how to work best, and what can be done to enhance performance if it is below par, as well as creating explicit goals, providing feedback on goal direction, and encouraging desired behaviors of all stimulate motivation and lead to maximum teacher performance.

High emotional intelligence will affect work motivation, and the increasing emotional intelligence will increase work motivation as well. Emotional intelligence is one of the important things in carrying out tasks and in increasing teacher work motivation, therefore, the expertise of a teacher in managing and using emotions intelligently in carrying out their duties, coupled with positive views in dealing with all problems and Seeing broadly in finding solutions to every problem is an important part and must be maintained, because it will create a sense of being driven or motivated in carrying out their duties and responsibilities. Teachers who have high emotional intelligence have the ability to manage their feelings, among others, can motivate themselves to carry out an activity to achieve goals in the best way so as to create work passion to improve performance.

It is reasonable to assume that there is a positive indirect relationship between emotional intelligence and teacher performance via work motivation, and that work motivation is capable of fully mediating emotional intelligence on teacher performance, because teachers with high work motivation will strive to achieve good work performance. better than previously by enhancing their professional competencies and instructional skills, resulting in improved teacher performance.

Asmiranda (2018), for example, found that emotional intelligence has a substantial impact on employee performance through job motivation. Since they are able to deal with and handle all existing changes, employees' performance at work is determined on their level of emotional intelligence. The higher the level of emotional intelligence, the higher the performance will be. Also, it is

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strengthened by the research study of Pramono, A., & Suddin, A. (2011) entitled the effect of emotional intelligence and organizational commitment on teacher performance with work motivation as the moderating variable.

### G. Indirect relationship between work commitment and teacher performance through teacher work motivation.

The findings of the investigation demonstrate that through teacher motivation of 0.536, there is an indirect positive and substantial association between job dedication and performance. This includes methods for setting objectives or meeting school needs that put the school's mission ahead of personal interests. Commitment is a key factor in achieving school stability.

High levels of commitment from the instructor will boost motivation and performance, and high levels of commitment are linked to independence. Loyalty to the school indicates a high level of dedication, which has a favorable impact on student accomplishment. Teacher dedication is a deciding element that has an impact on students' learning and teaching processes.

Commitment is a willingness and ability of a teacher to be able to balance attitudes and actions to realize school goals by prioritizing the interests of the school rather than the interests of oneself, a person or group. Commitment to align personal behavior with the needs, priorities and goals of the school. What is obtained as long as a teacher carries out his education will provide a basis for the teacher to teach, which is needed to grow the teacher's confidence to start (Azwar, 2013).

Commitment is closely related to motivation to improve teacher performance, because motivation has an important role to be considered in efforts to improve performance. Teachers who have high work motivation will be able to perform their duties better than teachers who do not have motivation (Setiaji and Djastuti, 2015). Teachers who have work motivation, do not give up easily, will be serious in doing work. While commitment is the basis for building motivation, teachers who have commitment can be seen from their concern for the progress of the school and loyalty to their organization. On the basis of this commitment, the teacher will always be serious and as much as possible to motivate himself in working for the wishes of the organization so as to produce high performance.

Two factors that influence teacher performance are commitment and job motivation. High work motivation and organizational commitment can also boost performance. This is consistent with Asmiranda's research study (2018), which found that if a teacher has a high level of commitment, he will make maximum and voluntary efforts for the advancement of his school, be involved and actively participate in the advancement of his school, and be accountable for the tasks assigned to him. According to Jora's research (2020), work commitment and motivation as intervening factors are highly associated to teacher performance, implying that the more the organizational commitment and motivation, the better the teacher's performance.

Commitment and work motivation are two of the variables that affect teacher performance. Organizational commitment and high work motivation can increase high performance as well. This is in line with the results of Asmiranda's research (2018) in his research that if the teacher has a high commitment, he will make maximum and voluntary efforts for the progress of his school, be involved and actively participate in advancing his school, and be responsible for the tasks assigned to him. The results of Jora's research (2020) state that work commitment and work motivation as intervening are significantly related to teacher performance, meaning that the better the organizational commitment and work motivation, the better the teacher's performance. Lestri (2020), Zein, Abdul Kholik, and Hadijah's studies bolstered it even further. According to Hadi Siti (2020) and study by Rahmawati, et al (2021), human resources in schools must perform well, and teacher performance involves the principle of evaluating teacher performance.

## CONCLUSIONS

Based on the results of the analysis and discussion in this study, it can be concluded that there is a direct relationship between emotional intelligence and teacher performance, work commitment to teacher performance, work motivation to performance, emotional intelligence to motivation, work commitment to motivation and an indirect relationship between emotional intelligence, work commitment, and teacher performance through work motivation, work commitment to performance through work motivation.

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