

The Relationship of Emotional Intelligence, Organizational Climate, and Interpersonal Communication to the Performance of Elementary School Teachers in Simpung District, Hulu Sungai Selatan Regency



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ABSTRACT: This study aims to analyze the direct and indirect relationship of emotional intelligence, organizational climate, and interpersonal communication to the performance of primary school teachers in Simpung District, South Hulu Sungai Regency. The method used in this study is quantitative research method. The population of this study was 188 teachers. The sample of this study was 127 teachers with the Proportional Random Sampling technique. Data collection instruments are questionnaires consisting of emotional intelligence (39), organizational climate (36), and interpersonal communication (35) that have met the requirements of validity and reliability tests. Teacher performance data is taken from PKG. Data analysis to test hypotheses using path analysis. The results of this study are that there are a direct relationship emotional intelligence with teacher performance, organizational climate with teacher performance, interpersonal communication with teacher performance, emotional intelligence with interpersonal communication, organizational climate with interpersonal communication, and indirect relationships of emotional intelligence through interpersonal communication with teacher performance and organizational climate through interpersonal communication with teacher performance

KEYWORDS: emotional intelligence, organizational climate, interpersonal communication, teacher performance

INTRODUCTION

Teachers are the decisive spearhead in the education system as a whole, which must get central, first, and foremost attention. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. In other words, improving the quality of education is strongly influenced by the quality of teachers. The increasing quality of a teacher will have an impact on improving the quality of students. The quality of teachers can be known starting from how teachers plan lessons, implement learning and evaluate learning. In addition, teachers have multiple tasks such as educating, teaching, guiding, directing, training, assessing and evaluating students to produce quality human resources (Human Resources) in the future.

It is the teacher who will determine what to put in the paper, quality or not depending on the extent to which the teacher can position himself as an educator who has professional capacity and competence in directing individuals to become figures who have character and mentality that can be relied on in the process of nation building. Therefore, the role of teachers is very important for the national development of the Indonesian nation and to produce quality generations for the future. As professionals, the position of teachers is a learning agent in order to improve the quality of Indonesian education, in this case teachers are required to have good competence, if teacher competence is good, it is expected that teacher performance in learning is also good so that in the end it produces quality education.

Performance is the result or output of a process. Mulyasa further said that performance can be interpreted as work performance, work implementation, work achievement, work results or performance (Mulyasa, 2013: 136). According to Hasibuan (2013: 160) performance is a result of work achieved by a person in carrying out his duties on skills, efforts and opportunities. Based on the above explanation, performance is a result achieved by a person in carrying out tasks based on skills, experience and sincerity as well as time according to standards and criteria that have been previously set. Employee performance is the result of certain work processes planned at the time and place of the employees and the organization concerned (Mangkuprawira, 2011: 153). Then, Rivai (2014: 49) states that there are two kinds of factors that affect a person's performance, namely (a) Individual Factors, namely factors that include attitudes, personality traits, physical traits, interests and motivations, experience, age, gender, education level, and other individual factors and (b) situational Factors such as: 1) Physical factors of work, including: work methods, conditions and design of work equipment, determination of space, and physical environment (irradiation, temperature and ventilation), 2)

The Relationship of Emotional Intelligence, Organizational Climate, and Interpersonal Communication to the Performance of Elementary School Teachers in Simpung District, Hulu Sungai Selatan Regency

Social and organizational factors, including organizational regulations, types of exercise and supervision, wage system and social environment.

Emotional intelligence as the set of social intelligences that involve the ability to monitor feelings and emotions in both oneself and others, sort through them all and use this information to guide thoughts and actions, then they redefine emotional intelligence as the ability to recognize feelings, reach out and evoke feelings to help the mind, understand feelings and their meaning, and control feelings deeply so as to help emotional and intellectual development. Goleman (2015: 17) states that Emotional Intelligence is abilities such as being able to motivate one self and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think, to empathize and to hope". Emotional intelligence is abilities such as the ability to motivate oneself and survive frustration, control impulses and not exceed limits, regulate mood so that the burden of stress does not paralyze the ability to think, empathize and pray. Emotional intelligence is the ability to understand, feel, and selectively apply emotional power and sensitivity as a source of human energy and influence.

Organizational climate is based on the quality of the internal environment of the organization that lasts a long time, is influenced by its members, and influences the behavior of its members so that it can be described into an attribute that distinguishes one organization from another. It can be said that the organizational climate becomes something distinctive and only owned by each organization. The organizational climate is formed from the situation of the relationship between superiors and subordinates which is not determined by the policies, procedures, and personal style of the superior, but by the concomitant manifestation subtly and completely unconsciously.

Hoy and Miskel (2014: 198) define school climate with the following description school climate is a relatively enduring quality of the school environment that is experienced by participants, affect their behavior, and is based on their collective perceptions of behavior in school. According to the explanation, school climate is a relative quality of the school environment, based on participation that influences the behavior of personnel in the school, and based on the collective perception of behavior in the school.

The process of sending and receiving messages between two persons, or among a small group of persons with some effect and some immediate feedback" is the process of sending and receiving messages of two people or between a small group of people with some effects and instantaneous feedback (Effendy, 2014: 12). Mulyana (2015: 29) states interpersonal communication is communication between people face-to-face, which allows each participant to capture the reactions of others directly, both verbally and nonverbally.

According to Ruliana (2016: 28) interpersonal communication is the delivery of a message by one person and the reception of a message by another person or a small group of people, with its various impacts and with opportunities to provide immediate feedback. Effendy (2014: 71) revealed that interpersonal communication is when someone communicates directly with others in one-to-one situations or in small groups.

METHOD

This research includes a quantitative approach. This study analyzes the direct and indirect relationship of emotional intelligence, organizational climate, and interpersonal communication to teacher performance. The population of this study was all class teachers who were in schools in Simpung District, South Hulu Sungai Regency, totaling 188 people. The sample of this study was 127 teachers with the *Proportional Random Sampling* technique. Data were collected using questionnaires consisting of emotional intelligence questionnaires (self-awareness, self-management ability, self-motivation, social care and social skills), organizational climate (fit, responsibility, work standards, rewards, clarity and team spirit) and interpersonal communication (openness, empathy, support, positive feelings and similarity / equality). Teacher performance using PKG. The questionnaire was prepared using the Likert scale which was tested for validity and reliability. The collected data is analyzed using path analysis to see direct and indirect relationships between variables by first testing the analysis requirements, namely normality tests, linearity tests, and multicollinearity tests. Data analysis uses path analysis to answer seven research hypotheses, namely: H₁: there is a direct relationship between emotional intelligence and teacher performance; H₂ : there is a direct relationship between organizational climate and teacher performance; H₃ : there is a relationship between interpersonal communication and teacher performance; H₄ : there is a direct relationship between emotional intelligence and teacher interpersonal communication; H₅: there is a direct relationship between organizational climate and teacher interpersonal communication; H₆: there is an indirect relationship of emotional intelligence through interpersonal communication with teacher performance; H₇: there is an indirect relationship between organizational climate through interpersonal communication and teacher performance

RESULTS

Based on the results of the data analysis using path analysis, direct and indirect correlation coefficients were found as described in:

The Relationship of Emotional Intelligence, Organizational Climate, and Interpersonal Communication to the Performance of Elementary School Teachers in Simpur District, Hulu Sungai Selatan Regency

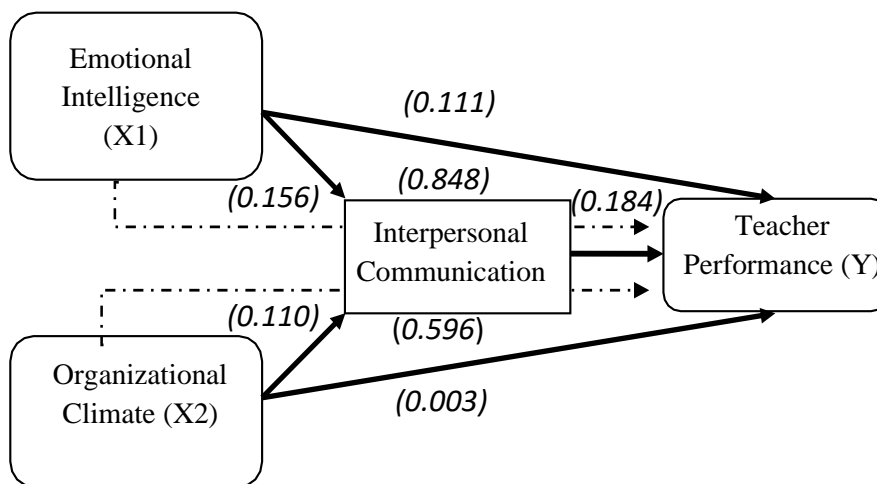


Figure 1. Path Analysis Model X₁, X₂, Z and Y

Table 1. Summary of the Hypothesis Testing Decisions of H₁, H₂, H₃, H₄, H₅

Hypothesis		P.S	Decision
H ₁	There is a direct relationship between emotional intelligence and teacher performance	0.030	Accepted
H ₂	There is a direct relationship between organizational climate and teacher performance	0.008	Accepted
H ₃	There is a direct relationship between interpersonal communication and teacher performance	0.009	Accepted
H ₄	There is a direct relationship between emotional intelligence and teachers' interpersonal communication	0.027	Accepted
H ₅	There is a direct relationship between organizational climate and teachers' interpersonal communication	0.000	Accepted

Table 2. Summary of Hypothesis Testing Decisions of H₆ and H₇

Hypothesis		Direct	Indirect
H ₆	There is an indirect relationship between emotional intelligence through interpersonal communication and teacher performance	0.111	0.156
H ₇	There is an indirect relationship between organizational climate through interpersonal communication and teacher performance	0.003	0.110

Table 1 is a summary of decisions H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 2 is a summary of the decision to test hypotheses H₆ and H₇ for indirect relationships between variables. Based on the results of the analysis in Tables 1 and 2 above, in this study managed to find relationships between variables that can be explained as follows.

DISCUSSION

A. Direct Relationship of Emotional Intelligence to Teacher Performance

The results of this study showed a significant relationship between emotional intelligence variables and teacher performance of 0.111. These results showed that there was an increase in teacher performance scores directly by 0.111 in every 1-point increase in emotional intelligence variable scores. So the higher the emotional intelligence will improve the teacher's performance. Seeing from the results of a significant direct relationship between emotional intelligence and performance, this means that teachers in carrying out their duties and responsibilities at school must have high emotional intelligence, steady personality, stable emotions and maturity (Mulyasa, 2012: 25). Because based on the results of this study, teacher performance in the field shows that a teacher who has high emotional intelligence has a greater chance of success in learning activities. This is evidenced by the high level of self-recognition can have a positive effect on improving teacher performance, in this case the task in learning planning becomes better. Because by knowing himself and his emotions, he will be aware of the identity of a teacher, the obligations of a teacher and his responsibility to his students, so as to foster his enthusiasm and dedication in formulating learning objectives in accordance with the curriculum and characteristics of students, compiling teaching materials in the latest sequence, planning effective learning and choosing learning resources / learning media in accordance with the material and learning strategies.

The Relationship of Emotional Intelligence, Organizational Climate, and Interpersonal Communication to the Performance of Elementary School Teachers in Simpur District, Hulu Sungai Selatan Regency

Emotional intelligence is a mental condition that a person has that is gradation in the sense that everyone has different levels. This is in line with Agustian's (2016) opinion that emotional intelligence is the ability to feel which lies in honesty with conscience. If a person is good at adjusting to the moods of other individuals, that person has a good level of emotionality and will be easier to adjust in social associations and school environments. So that a harmonious and synergistic relationship can be established. A harmonious relationship will create a comfortable teaching and learning atmosphere. Being able to motivate yourself will cause enthusiasm and passion to work, to work as well as possible, able to motivate students to learn well, able to motivate students to achieve the highest learning achievement. Thus it can be stated that emotional intelligence is related to teacher performance.

This finding is in line with the results concluded that emotional intelligence has an influence on teacher performance (Fitroliana, Ahmad Suriansyah, 2022; Wahyudi, 2018; Hamid, Suriansyah, and Ngadimun, 2019); Rahmawati, Ahmad, and Suriansyah, 2019; Setyowati, Raharjo, and Utomo, 2019; Siswadi dan Lestari, 2021), Noriawati and Sulaiman, 2022; Rahmatullah, Rustam Effendi, 2022).

B. Direct Relationship of Organizational Climate with Teacher Performance

The results of this study showed a significant relationship between organizational climate variables and teacher performance of 0.003. This result shows that there is a direct increase in teacher performance scores by 0.003 in every 1 point increase in organizational climate variable values, so the higher the organizational climate will improve teacher performance. So the higher the organizational climate will improve teacher performance. One factor that can affect teacher performance in an organization or teacher behavior that can eventually lead to new behavior is the organizational climate. According to the authors, organizational climate is an important variable to examine. Teacher performance will be positive if the organizational climate is good. But on the contrary, if the organizational climate is not conducive, it will create low performance. The school climate in certain schools is certainly different from other schools according to the perception of teachers or people in the organization who also influence the behavior of that person. This condition leads to an awareness that only schools that are managed effectively will affect a conducive school climate and a conducive school climate is certainly able to affect teacher job satisfaction in a better direction.

A conducive school climate that is able to support the improvement of teacher performance is shown by the adequacy and feasibility of resources or facilities in the school which include: adequate physical conditions and school facilities, a safe environment, a comfortable environment, an orderly environment, school cleanliness, a comfortable student learning environment, a comfortable teacher room condition, an adequate state of library space, availability of student rest areas, and availability of adequate study spaces. So that the organizational climate must be realized as well as possible so that employees and teachers feel comfortable in carrying out their work. When the organizational climate is good, it is suspected that it will be able to have an influence in improving the performance of the teacher. Wirawan (2015: 120) found that teachers who are comfortable in the climate where they work tend to be more effective and enjoy the work process than teachers who are not pleasant. This finding is in line with the results of Wirawan research (2015: 120) found that teachers who are comfortable in the climate where they work tend to be more effective and enjoy the work process than teachers who are not pleasant. In this study, teachers evaluated all organizational climate indicators in the category quite high. The relationship between organizational climate and teacher performance at SDN Simpur District, South Hulu Sungai Regency is supported by the results of previous studies which concluded that there is a significant relationship between organizational climate and teacher performance (Aslamiah, 2018; Hidayat, 2018; Noviecka, Wahyu, 2022).

C. Direct Relationship of Interpersonal Communication with Teacher Performance

The results of this study showed a significant relationship between interpersonal communication variables and teacher performance of 0.184. This result shows that there is an increase in teacher performance scores directly by 0.184 in every 1 point increase in interpersonal communication variable scores. So the higher the interpersonal communication will improve the teacher's performance.

Interpersonal communication has a very important influence on teacher performance. One type of communication that is very important is interpersonal communication or communication that occurs face-to-face between several individuals or individuals that allows verbal and non-verbal responses to occur directly. In its operations, communication takes place reciprocally and produces feedback directly in response to a message. Communication that is done in two directions and direct feedback will allow for effective communication. An effective communication process will generally result in good quality social relationships as well.

In an organization, especially a school, the communication process is a definite process and always occurs. Communication is a means of doubling coordination between the various subsystems within a school. A well-functioning school is characterized by synergistic and harmonious cooperation from various components. Better communication between principals and teachers is expected to improve teacher performance. The performance felt by teachers will cause enthusiasm to work better, but if teachers in a school do not get in a job will result in indiscipline and decreased work performance. The organization must have good organizational communication, otherwise the message will be difficult to understand by subordinates because of differences in

The Relationship of Emotional Intelligence, Organizational Climate, and Interpersonal Communication to the Performance of Elementary School Teachers in Simpur District, Hulu Sungai Selatan Regency

knowledge, needs, and values believed by each party. Communication affects teacher performance because through effective and open communication between teachers and teachers, teachers and principals, teachers and students, and between each school citizen can direct members of the organization to carry out their duties well so that it can have a positive impact on the performance of school residents in this case teachers. Thus, efforts need to be made to create effective, open, and well-directed communication between teachers and teachers, teachers with principals, teachers with students, and between all school residents. A person with good interpersonal communication skills, will be able to develop a good and effective cooperative relationship so that a person will be able to work with good feelings and can make a good contribution to his performance. Therefore, communication is considered to have an influence on teacher performance.

This finding is in line with the results of research by (Sari & Suriansyah, 2019; Hajidah, Suriansyah, A., 2022; Mistiah and Wahyu, 2022; Rahmatullah, 2022) which concluded that the relationship between interpersonal communication variables and teacher performance is very real or there is a positive and significant correlation.

D. Direct Relationship of Emotional Intelligence with Teacher's Interpersonal Communication.

The results of this study showed a significant relationship between emotional intelligence variables and teachers' interpersonal communication of 0.848. These results showed that there was an increase in teachers' interpersonal communication scores directly by 0.848 in every 1-point increase in emotional intelligence variable scores. So higher emotional intelligence will improve the teacher's interpersonal communication.

Goleman (2016) states that in handling the emotions of others requires maturity in the individual, namely self-management and empathy. Empathy is the ability to realize what others feel, empathy itself is built through self-awareness, the more open the individual is to self-emotions, the more skilled in reading feelings. Individuals who are able to control the signals sent by the interlocutor will be more careful in controlling the overflow of emotions that may arise and interfere with social relationships. With this, individuals will be more socially skilled. Emotional intelligence can influence a teacher's interpersonal communication. Teachers who have good emotional intelligence are able to understand others, think calmly, speak and act positively, are excited and optimistic, are liked, are able to find solutions and can adjust quickly, then a teacher can overcome emotions and have good mental health. It can be concluded that the higher the level of emotional intelligence, the higher the interpersonal communication skills, conversely, the lower the level of emotional intelligence, the lower the level of interpersonal communication of teachers. Braithwaite and Schrodt (2015) say that interpersonal communication is the application and processing of messages between two or more people with verbal or nonverbal language. Beebe et al. (2014) said that interpersonal communication is something that cannot be avoided, because interpersonal communication is a special form of human communication that affects each other, and usually interpersonal communication is carried out with the aim of managing a relationship. Lane (2010) explains that interpersonal communication involves at least two people who establish a communicative relationship and people involved in interpersonal communication have the power to influence each other as individuals and as partners, both positively and negatively. In addition, people who are skilled in interpersonal communication are more likely to achieve success in their careers. According to Gamble and Gamble (2014) if interpersonal communication is done well, it will help someone overcome a problem, but if interpersonal communication is done poorly it will limit growth and thwart one's achievement of their unique potential.

This finding is in line with the results of Maharani & Rusmawati's (2020) research which concluded that there is a positive relationship between emotional intelligence and interpersonal communication.

E. Direct Relationship of Organizational Climate with Teachers' Interpersonal Communication.

The results of this study showed a significant relationship between organizational climate variables and teacher interpersonal communication of 0.596. These results show that there is an increase in the teacher's interpersonal communication score directly by 0.596 in every 1 point increase in the value of the organizational climate variable, so the higher the organizational climate will improve the teacher's interpersonal communication.

The results of this study explain that there is a relationship between organizational climate and interpersonal communication of teachers of SDN Simpur District, South Hulu Sungai Regency, as seen from the indicators of teacher conformity establishing familiarity with parties in the school environment by conducting interpersonal communication, with the establishment of familiarity between school parties making teachers more motivated in doing the tasks assigned to them.

A positive organizational climate will encourage members of the organization to interact with each other and establish cooperation between departments and minimize obstacles that may exist in the organization. A good organizational climate makes employees in the organization able to work calmly and free from anxiety or discrimination while on duty, even though the organization also has a variety of public with different interests (Sanjaya, Irwansyah, & Alunaza, 2017). This finding is in line with the results of research by Hutagalung, Inge & Ritonga (2018) which concluded that there is a relationship between organizational climate and interpersonal communication.

The Relationship of Emotional Intelligence, Organizational Climate, and Interpersonal Communication to the Performance of Elementary School Teachers in Simpur District, Hulu Sungai Selatan Regency

F. Indirect Relationship of Emotional Intelligence through Interpersonal Communication with Teacher Performance

Based on the results of the path analysis between emotional intelligence through interpersonal communication and teacher performance, a path coefficient value of 0.156 was obtained with a t count of 4.465 so that the calculated t value was greater than the table t (1.657). This shows that there is an indirect relationship between emotional intelligence through interpersonal communication and teacher performance.

The direct relationship given by emotional intelligence to performance is 0.111. While the indirect relationship of emotional intelligence to performance through interpersonal communication is the multiplication between the beta value of the emotional intelligence variable to the interpersonal communication variable with the beta value of the interpersonal communication variable to the performance variable, which is $= 0.848 \times 0.184 = 0.156$. Then the total relationship given by emotional intelligence to performance is a direct relationship plus an indirect relationship that is $= 0.111 + 0.156 = 0.267$.

Based on the results of the calculation above, it is known that the value of direct relationships is 0.111 and indirect relationships are 0.156 which means that the value of direct relationships is smaller than indirect relationships, these results show that indirectly emotional intelligence through interpersonal communication has a significant relationship with teacher performance. This means that interpersonal communication can be an effective link in improving emotional intelligence and teacher performance.

G. The Indirect Relationship of Organizational Climate through Interpersonal Communication with Teacher Performance

Based on the results of the analysis of the path between organizational climate through interpersonal communication with teacher performance, a path coefficient value of 0.110 with t count 7.778 was obtained so that the calculated t value was greater than the table t (1.657). This shows that there is an indirect relationship between the organizational climate through interpersonal communication and the performance of elementary school teachers in Simpur District, South Hulu Sungai Regency.

The direct relationship given by organizational climate to performance is 0.003. While the indirect relationship of organizational climate to performance through interpersonal communication is the multiplication between the beta value of organizational climate variables to interpersonal communication variables with the beta value of interpersonal communication variables to performance variables, namely $= 0.596 \times 0.184 = 0.110$. So the total relationship given by the organizational climate to performance is a direct relationship plus an indirect relationship, which is $= 0.003 + 0.110 = 0.113$.

Based on the results of the above calculations it is known that the value of the relationship Direct is 0.003 and indirect relationship is 0.110 which means that the value of direct relationship is smaller than indirect relationship, this result shows that indirectly organizational climate through interpersonal communication has a significant relationship with teacher performance. This means that interpersonal communication can be an effective link in improving the organizational climate and teacher performance.

CONCLUSION

There is a direct relationship between emotional intelligence and teacher performance, organizational climate with teacher performance, interpersonal communication with teacher performance, emotional intelligence with teacher interpersonal communication, organizational climate with teacher interpersonal communication, and there is an indirect relationship between emotional intelligence through interpersonal communication and teacher performance, as well as the indirect relationship of organizational climate through interpersonal communication with teacher performance

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The Relationship of Emotional Intelligence, Organizational Climate, and Interpersonal Communication to the Performance of Elementary School Teachers in Simpur District, Hulu Sungai Selatan Regency

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The Relationship of Emotional Intelligence, Organizational Climate, and Interpersonal Communication to the Performance of Elementary School Teachers in Simpung District, Hulu Sungai Selatan Regency

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