

---

## THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER PERFORMANCE IN STATE HIGH SCHOOL IN THE BEKASI CITY

---

**Elis Rosliani**

Education Branch Region III Provincial Education Office. Jabar, Bekasi. Indonesia

E-mail: rosliani2004@yahoo.com

### ABSTRACT

The aim of the research is to examine the relationship between emotional intelligence and teacher performance at SMAN 21 Bekasi. The research method is quantitative with correlational techniques. The population is all teachers at SMAN 21 Bekasi City, totaling 39 teachers. The sample was 39 teachers at SMAN 21 Bekasi City. The number of samples was 39 because the population was less than 100 people, so the entire population was used as the sample. The data collection technique uses a questionnaire with a Likert scale. The questionnaire was tested first before being used for research using the product moment correlation formula and reliability testing using the Cronbach's alpha test. The data analysis technique used SPSS Version 22. The result of the research is there is a positive and very high relationship between the emotional intelligence variable and teacher performance at SMAN 21 Bekasi City.

**Key words:** Intelligence; emotional; performance; teacher

Tujuan penelitian adalah menguji hubungan antara kecerdasan emosional dengan kinerja guru di SMAN 21 Bekasi. Metode penelitian adalah kuantitatif dengan teknik korelasional. Populasinya adalah seluruh guru di SMAN 21 Kota Bekasi yang berjumlah 39 guru. Sampelnya adalah 39 guru di SMAN 21 Kota Bekasi. Jumlah sampel sebanyak 39 karena jumlah populasi kurang dari 100 orang, sehingga seluruh populasi dijadikan sampel. Teknik pengumpulan data menggunakan angket dengan skala likert. Kuesioner diuji terlebih dahulu sebelum digunakan untuk penelitian dengan menggunakan rumus korelasi product moment dan uji reliabilitas menggunakan uji Cronbach's alpha. Teknik analisis data menggunakan SPSS Versi 22. Hasil penelitian adalah terdapat hubungan positif dan sangat tinggi antara variabel kecerdasan emosional dengan kinerja guru di SMAN 21 Kota Bekasi.

**Kata kunci:** Kecerdasan; emosional; kinerja; guru

### INTRODUCTION

Education is a tool to educate the nation's generations. Without quality education, a nation will never succeed in advancing its country. Quality education requires teachers who have good competencies so that teachers can develop students' abilities in applying various abilities that have been obtained from school. Teachers are people who are very influential in developing various kinds of skills that can be used by students in solving everyday problems. Teacher performance greatly influences the achievement of Indonesia's national education goals. Without good performance from teachers, Indonesia will have difficulty achieving national education goals.

Based on data from the Teacher Competency Test (UKG) results in recent years, it shows that Indonesian teacher competency is low. Indonesia's low ranking in several world rankings regarding student abilities in reading, mathematics and science also indirectly indicates weaknesses in teacher competence. The national average for the 2015 UKG results in the pedagogical and professional fields is 53.02. For pedagogical competency alone, the national average is only 48.94, which is below the minimum competency standard (SKM), namely 55 (Maulipaksi, 2016).

Teacher competency has a close relationship with teacher performance. Teachers who have good performance will have good competence so that teachers will be able to teach in a creative and innovative way. One factor that can improve teacher performance is emotional intelligence. (Khasawneh, et al 2022) emotional intelligence is related to teacher performance in teaching. Teachers who have good emotional intelligence will be able to be patient, disciplined, thorough and enthusiastic in their work. (Alheet, et al 2021) emotional intelligence can develop a person's ability to work. Emotional Intelligence is the ability to understand and recognize emotions in oneself and in others. At the workplace, it helps maintain a healthy work environment through better collaboration among workers. This research study examines the link between emotional intelligence and job performance. (Noermijati, et al, 2019) emotional intelligence can improve performance. Teachers who have high emotional intelligence will be able to manage their emotions in teaching. Teachers who have low emotional intelligence will easily get angry when teaching so that students will feel afraid if the teacher is often angry with students. Teachers who have good emotional intelligence will be able to control their emotions and be patient in explaining the material.

Based on Salovey and Mayer (2016), Emotional intelligence indicators consist of five things, namely: 1. Self-awareness (recognizing one's emotions) or self-awareness is the ability to know what we are feeling at any given moment, and use it to guide your own decision making, as well have realistic benchmarks for personal abilities

and self-confidence the strong one. 2. Self-regulation (managing emotions) or self-regulation is an ability to handle one's own emotions so that they have a positive impact on carrying out tasks, sensitive to conscience and able to postpone pleasure before achieving a goal, and being able to recover from emotional stress. 3. Self-motivation or self-motivation is the ability to using your deepest desires to move and leads towards goals, helps to take initiative and act highly effective, and to persevere in the face of failure and frustration. 4. Empathy (recognizing other people's emotions) or empathy is an ability to feel what other people feel, to be able to understand perspectives them, fostering a relationship of mutual trust and harmony with various types of people. 5. Social skills (building interpersonal relationships) or interpersonal skills is the ability to handle emotions well when relate to others and carefully read situations and social networks, interact smoothly, using these skills to influence and lead, deliberate and resolve disputes, as well as to work together in teams.

Good teacher performance can be demonstrated by teaching with patience and empathy for students. If the teacher has patience in teaching, it will be easy for the teacher to control his emotions towards students who have low motivation to learn. The teacher will guide and tell students that creative and innovative learning will make students successful in learning.

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies in the Directorate of Educational Personnel, Department of National Education (2008) explains that Teacher Competency Standards are developed in their entirety which are integrated into teacher performance, including: Pedagogical Competency, Personality Competency, Social Competence, and Professional Competency. Based on the background, the researcher conducted research that would answer the problem formulation in the research, namely whether there is a relationship between emotional intelligence and teacher performance at SMA Negeri 21 Bekasi City.

## METHOD

The research method is quantitative with correlational. The population is all teachers at SMAN 21 Bekasi City, totaling 39 teachers. The sample was 39 teachers at SMAN 21 Bekasi City. The number of samples was 39 because the population was less than 100 people, so the entire population was used as the sample. The data collection technique uses a questionnaire with a Likert scale. The questionnaire was tested first before being used for research using the product moment correlation formula and reliability testing using the Cronbach's alpha test. The data analysis technique used SPSS Version 22. The results of the validity test of the emotional intelligence instrument produced 15 valid questions and the teacher performance instrument, which had 15 questions, was also valid because all r counts > r table. Next, the reliability test of the emotional intelligence instrument produces a value of 0.89 and teacher performance produces a value of 0.98 so that the emotional intelligence instrument and teacher performance are said to be reliable.

## RESULTS AND DISCUSSION

The results of a simple correlation test between the emotional intelligence variable and teacher performance are as follows:

**Table 1. Correlations between Variables**

		X	Y
X	Pearson Correlation	1	.857**
	Sig. (2-tailed)		.000
	N	39	39
Y	Pearson Correlation	.857**	1
	Sig. (2-tailed)	.000	
	N	39	39

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS

The result of a simple correlation calculation between the emotional intelligence variable and teacher performance is 0.857. This means that the relationship between the emotional intelligence variable and teacher performance is positive and very strong. According to (Sugiyono, 2015) if the correlation value is between 0.80-1.00 it is very strong. If the emotional intelligence variable increases, teacher performance will increase and if the emotional intelligence variable decreases, the teacher performance variable will decrease.

Next, the researcher tested the hypothesis using the t test formula using SPP Version 22 and the results of the t test calculation can be seen below.

**Table 2. Hypothesis Test**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.737	4.824		4.298	.000
	X	.706	.070	.857	10.111	.000

a. Dependent Variable: Y

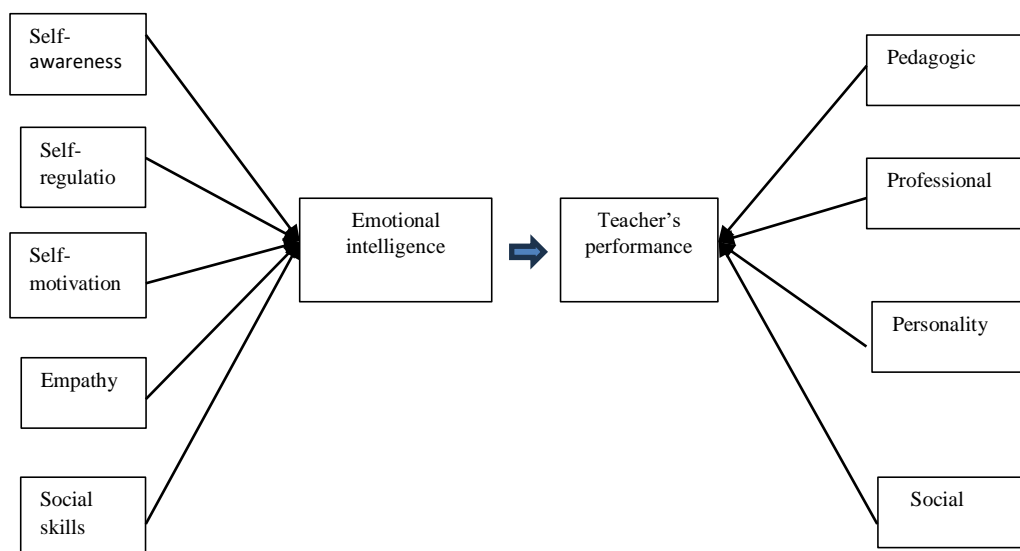
Source: SPSS

The results of the hypothesis test calculations produce a significant value of  $0.000 < 0.05$ . This means that there is a significant relationship between the emotional intelligence variable and teacher performance at SMAN 21 Bekasi City. The results of the simple regression test are  $Y = 20.737 + 0.706X$ . This means that every one unit increase in the emotional intelligence variable will increase the teacher performance variable by 0.706 and if there is no emotional intelligence variable, the teacher performance variable will remain at 20,737. This result confirms the results of previous studies (Sy, et al., 2006, Shih & Susanto, 2010, Shamsuddin & Rahman, 2014, Rangarajan & Jayamala, 2014, Dokhtar, et al., 2014, Vratskikh, et al., 2016, al., 2015 and Mohamad & Jais, 2016) stating that emotional intelligence significantly influences employee performance. The evidence about the relationship between job performance and emotional intelligence (EI) is very clear; However, there is a lack of consensus regarding what factors of EI create a difference in job performance. In the present time, the very idea of EI has become an important subject in the studies of Psychology and has drawn much attention from scholars (Barbey et al., 2012). The introduction of EI is the knowledge or capacity to deal effectively with emotions and the ability to foresee job performance (Pekaar et al. 2017).

Emotional Intelligence Salovey and Mayer (1990) were the first to assess emotional intelligence (EI) as an ability of an individual to effectively manage their own and others' emotions. According to Van Rooy and Viswesvaran (2004), it included all verbal and non-verbal abilities to understand and evaluate emotions. Additionally, there are previous studies that debate whether emotional intelligence is a trait or an ability. Some scholars argue that EI is a competence (e.g., Salovey and Mayer, 1990; Austin, 2010), and some others refer to it as a trait (e.g., Bar-On, 1997; Petrides and Furnham, 2000; Petrides et al., 2007). Doğru (2022) emotional intelligence was positively related to job performance.

Teachers who have high emotional intelligence will have the ability to provide effective understanding of themselves and others, relate well to others, and adapt to the surrounding environment to make it easier to adapt and face ever-changing challenges. Teachers who have good emotional intelligence will be able to develop pedagogical, social, personality and professional competencies. Teachers who have good emotional intelligence will be able to understand students and motivate students to be enthusiastic about learning. Teachers who have good emotional intelligence will be open and willing to be good listeners. Teacher performance cannot be separated from the teacher's ability to motivate and understand students so that teacher performance can be improved by developing emotional intelligence. Teacher performance can be improved by controlling emotions so that teachers are not easily offended if someone criticizes them.

Based on the results of the research and discussion, the researcher presents a design for the relationship between emotional intelligence and teacher performance as follows:



**Figure 1. Correlation Design Between Emotional Intelligence and Teacher Performance**

Researcher explains that teachers who have emotional intelligence have high self-awareness, self-regulation, self-motivation, high empathy, and good social skills. Teachers who have the four emotional intelligence abilities will be able to improve their performance by developing pedagogic, professional, personality and social competencies. Emotional intelligence includes self-control, enthusiasm and perseverance, as well as the ability to motivate oneself and survive frustration, the ability to control impulses and emotions, not exaggerate pleasure, regulate mood and keep stress from paralyzing the ability to think, to reading other people's deepest feelings (empathy) and praying, to maintain relationships as well as possible, the ability to resolve conflicts, and to lead oneself and the surrounding environment (Alang, 2020; Mantu A., Masaong, & Asrin, 2018; Priadi, 2018 ; Satriyono & Vitasmoro, 2018). Teachers who have good emotional intelligence will be able to control themselves,

making it easier to create motivation to build a stable emotional state. Stable emotions will make it easier for teachers to continue learning and develop their own abilities. Emotional intelligence greatly influences one of the competencies that professional teachers must have, namely social competence. This intelligence provides an effective understanding of oneself and others, relates well with others, and adapts to the surrounding environment to be more successful in dealing with environmental demands (Puluhulawa, 2013).

## CONCLUSION

There is a positive and very high relationship between the emotional intelligence variable and teacher performance at SMAN 21 Bekasi City. Emotional intelligence through high self-awareness, self-regulation, self-motivation, high empathy, and good social skills will be able to improve teacher performance by developing pedagogic, professional, personality and social competencies. The implication of the results of this research is increasing the emotional intelligence of teachers must be increased so that teacher performance increases. It is hoped that further research can be conducted with a larger population and more than one school.

## REFERENCES

- Alheet, A. F., & Hamdan, Y. (2021). Exploring the relationship between emotional intelligence and job performance: A study of Jordanian retail industry. *International Journal of Entrepreneurship*, 25(3), 1-16.
- Doğru, Ç. (2022). A Meta-Analysis of the Relationships Between Emotional Intelligence and Employee Outcomes. *Frontiers in Psychology*, 13, 611348.
- Jais, J., & Mohamad, M. (2015). Emotional Intelligence and Job Performance: A Study Among Malaysian Teacher. *Procedia Economics and Finance*, 675-682.
- Khassawneh, O., Mohammad, T., Ben-Abdallah, R., & Alabidi, S. (2022). The relationship between emotional intelligence and educators' performance in higher education sector. *Behavioral Sciences*, 12(12), 511.
- Mantu, A., Masaong, & Asrin. (2018). Pengaruh Kecerdasan Emosional, Kecerdasan Spiritual, dan Kecerdasan Intelektual Terhadap Pengembangan Karakter Guru Sekolah Dasar Negeri di Kecamatan Botumoitto. *Jurnal Riset dan Pengembangan Ilmu Pengetahuan*, 3(1), 103-111
- Mayer, J.D., DiPaolo, M., and Salovey, P. (1990). Perceiving Affective Content in Ambiguous Visual Stimuli: A Component of Emotional Intelligence. *Journal of Personality Assessment* 54 (3&4): 772-781
- Noermijati, N., Sunaryo, S., & Ratri, I. K. (2019). The influence of emotional intelligence on employee performance mediated by cooperative conflict management style of integrating and compromising. *Jurnal Aplikasi Manajemen*, 17(1), 37-47.
- Priadi, A. (2018). Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional, dan Kecerdasan Spiritual Terhadap Kinerja Guru. *Jurnal Semarak*, 1(3), 62-77
- Puluhulawa, C. W. 2013 The Role of Emotional and Spiritual Intelligences in Improving Teachers' Social Competence. <http://www.sciencedirect.com/science/article/pii/S0742051X16300324>
- Sugiyono. (2019). *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*. Bandung: ALFABETA
- Vratskikh, I., Masa'deh, R., Al-Lozi, M., & Maqableh, M. (2016). The Impact of Emotional Intelligence on Job Performance via the Mediating Role of Job Satisfaction. *International Journal of Business and Management*, 11, 69-91.