



THE EFFECT OF TEACHERS' EMOTIONAL INTELLIGENCE AND WORK CULTURE ON THE PERFORMANCE OF VOCATIONAL SCHOOL TEACHERS IN NORTH BOLAANG MONGONDOW REGENCY

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Article history:	Abstract:
<p>Received: 11th June 2022 Accepted: 11th July 2022 Published: 14th August 2022</p>	<p>This study aims to determine the effect of emotional intelligence and work culture on the performance of SMK teachers in North Bolaang Mongondow Regency. Sources of data in this study are primary data and secondary data through the distribution of questionnaires to 34 respondents from vocational education units in North Bolaang Mongondow Regency. By statistical test using SPSS.</p> <p>The results of this study indicate that the effect of emotional intelligence (X1) partially on teacher performance (Y) is 0.053, this is acceptable because emotional intelligence (X1) is not the only parameter that determines teacher performance in vocational education units throughout Bolaang Regency. North Mongondow. Statistically it shows that emotional intelligence does not have an important effect on improving teacher performance, this is with low emotional control from teachers can have a negative impact on teachers when carrying out classroom learning to improve their performance as teachers and as leaders in educational units. The influence of work culture (X2) partially on teacher performance (Y) which is 0.907 or 97.3%, this is acceptable because the work culture (X2) is very significant in providing reinforcement in the success of teacher performance in the classroom and outside the classroom which determines teacher performance at the education unit level, especially in the SMK environment. in North Bolaang Mongondow Regency. Statistically it shows that work culture has a very good and very significant effect on improving teacher performance, this is a work character that needs to be maintained to improve the quality of education units, especially SMKs in North Bolaang Mongondow Regency in increasing teacher motivation, discipline, maintaining a creative culture to improve their performance. Taken together, research on the influence of emotional intelligence and work culture simultaneously on teacher performance is 0.973 or 97.3%. While about 7% is influenced by other factors that are not included in the research model. This is understandable because teacher performance is not only determined by emotional intelligence and work culture factors, because other factors are also very likely to influence teacher performance, for example teacher education qualifications, principal leadership and support for learning facilities so that it can be concluded that the influence of emotional intelligence and work culture as a whole on teacher performance of 97.3% can be accepted.</p>

Keywords: Emotional Intelligence, Work Culture and Teacher Performance

INTRODUCTION

Education is essentially one of the basic human needs in order to improve the quality of human resources in order to achieve an increasingly advanced and prosperous level of life. Law Number 20 of 2003 article 1 paragraph 1 concerning the National Education System mandates that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills possessed by himself, society, nation and state.

Even in Law no. 20 of 2003 article 35 concerning National Education Standards, it is stated that national education standards are used as a reference for curriculum development, teaching and educational staff, infrastructure, management and financing. Through strategic planning in the field of education, educational institutions are able to prepare competitive outputs.

There are several factors that can affect performance, such as the physical and social environment that the organization pays attention to. The results of Bhat's research (2013; 75) show that organizational performance is significantly determined by the training provided to employees. Likewise with research conducted by Omari and Okaheh (2016; 82), which states that the main work environment conditions that have an impact on job performance and should receive more attention.

The problem is how to create teachers as Human Resources who can produce optimal performance so that learning objectives in the education unit can be achieved. Discussing the performance of teachers will not be separated from the factors that can affect a person's performance. Given the very complex problems, the parties involved in government organizations must be careful in observing the existing resources. Commitment and work motivation are part of the factors that can affect the creation of professional and reliable teacher performance.

Work culture can be the main instrument of competitive advantage, namely if the work culture supports the organization's strategy, and if the work culture can answer or overcome environmental challenges quickly and accurately. It is also the teacher in the class does not have an effective learning media by 47%. Even teachers individually have not been maximal in carrying out classroom learning, because there are other jobs that each teacher is involved in. Therefore, it is necessary for the support of the local government, especially the North Bolaang Mongondow Regency to increase the capacity and competence as well as the academic support facilities of Paramita Vocational School.

STUDY OF THEORY

Teacher Performance

Performance is a function of motivation and ability. To complete a task or job, a person must have a certain degree of willingness and level of ability. A person's willingness and skills are not effective enough to do something without a clear understanding of what will be done and how to do it (Hersey and Blanchard, 1993; 34).

The definition of performance refers to the level of success in carrying out tasks and the ability to achieve the goals that have been set. Performance is declared good and successful if the desired goals can be achieved properly (Donnelly, Gibson and Ivancevich, 1994; 53). Performance as the quality and quantity of achievement of tasks, whether carried out by individuals, groups or companies (Schermerhorn, Hunt and Osborn, 2005;45).

Based on the notions of performance from some of the opinions above, it can be concluded that performance is the result of work both in quality and quantity that has been achieved by the teacher, in carrying out his duties in accordance with the responsibilities given by the school, and the results of his work are adjusted to the work carried out by the teacher. expected by the school, through the criteria or standards of teacher performance that apply in the school.

Thus teacher performance can be formulated as work results based on improving teacher competence, with indicators including: pedagogic competence, personality competence, social competence and professional competence.

Emotional Intelligence

Emotional intelligence is two words that have a single meaning, which is closely related to human awareness to do good to others and the people in their environment. The word intelligence is a general term to describe a person's "intelligence" or "intelligence" (Munadir, Encyclopedia 2001). Some experts formulate the definition of intelligence, (Suharsono, 2003; 43) suggests that intelligence is the ability to solve problems correctly, which is relatively faster than his biological age. Gardner in Rose (2002,58) suggests that intelligence is the ability to solve problems or create a valuable product in one or more cultural backgrounds.

The components of emotional intelligence according to Goleman (1995) in Efendi (2005:203) are: 1) Self-awareness The self-awareness component includes the teacher knowing about himself, observing himself, recognizing his own feelings, collecting a vocabulary of feelings, accepting oneself, recognizing the relationship between self, environment, and god, and recognize the relationship between ideas, feelings, and reactions. 2) Self-regulation According to Goleman (2015:38), this aspect is the handling of feelings so that they can be expressed appropriately.

According to Goleman (2015: 38), managing emotions as a tool to achieve goals is very important in terms of paying attention, to motivate oneself and master oneself, and to be creative. Emotional self-control that refrains from gratification and controls impulses is the cornerstone of success in many fields. This means that the education sector is no exception where teachers work.

Based on these various opinions, there are five components of teacher emotional intelligence. The five components are: (1) recognizing one's emotions (self-awareness); (2) managing emotions (self-management); (3) motivate yourself (motivation); (4) recognizing other people's emotions (empathy); and (5) building relationships with other people (social awareness). Then, in each component of emotional intelligence, it has its own aspect or indicator.

Work Culture

According to Melo (2006; 265) states that work culture is a set of values, norms and rules that are felt by all individuals in an organization, because culture according to Black and Porter is a set of assumptions that contain values and behaviors that are used to respond to general changes. and received from generation to generation in the form of symbols. Culture can also be defined as the overall spiritual and material effort, including the potentials and skills of the

community or human group. Culture is also the assumptions and patterns of basic meaning that are considered proper to be embraced and manifested by all parties who participate in the organization.

Meanwhile, Robbins (2010: 301) suggests how a work culture is built and maintained as shown by the philosophy of the founder or leader. Furthermore, this culture is strongly influenced by the criteria used in hiring employees. The leader's actions will greatly affect the behavior that is acceptable, good and not. How the form of socialization will depend on the success achieved in applying the values in the selection process.

Work culture is the habit or behavior of teachers in the organization regarding work habits that take place and are felt by officials in the organization which include 1) the teacher's work system, 2) teacher behavior, 3) teacher teaching attitudes and 4) teacher habits in the classroom.

Based on the description of the expert opinion above, it can be synthesized that work culture is a habit that is carried out routinely in the organization that is carried out and felt by the apparatus in the internal organization intensively and has an influence on the behavior of the apparatus such as the character and nature of behavior in the organization. Indicators for work culture variables are the teacher's work system, teacher's behavior, teacher's attitude and teacher's habit of working.

RESEARCH METHODOLOGY

The place of this research was conducted in SMK in North Bolaang Mongondow Regency. This location was chosen with the consideration that SMK Se North Bolaang Mongondow Regency has never conducted research related to emotional intelligence, financial management on teacher performance, while these issues are really important to be researched.

This study uses a quantitative approach with survey methods, namely research aimed at studying large and small populations by selecting and examining selected samples from the population according to their characteristics, so this study uses causal analysis, namely the flow system in one direction, so that there is no direction. upside down. The causal approach is an analysis of whether or not there is an influence between one variable and another by using multiple regression techniques. So multiple regression analysis has the power to measure the causal effect.

In this study, there are five variables consisting of: Variables of emotional intelligence, work culture and teacher performance.

RESEARCH RESULTS AND DISCUSSION

Research Results

In general, the description of emotional intelligence data can be presented in the table below.

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total	Item-Correlation	Cronbach's Alpha if Item Deleted
Item_1	76.5500	79.945	.473		.898
Item_2	77.0000	78.316	.570		.895
Item_3	77.0500	76.576	.471		.898
Item_4	76.8000	77.221	.746		.892
Item_5	77.0500	74.366	.540		.896
Item_6	76.9000	77.779	.468		.898
Item_7	76.9500	73.313	.671		.892
Item_8	76.6500	75.713	.666		.892
Item_9	76.2000	78.274	.717		.894
Item_10	77.0000	76.526	.370		.903
Item_11	76.7500	74.408	.758		.890
Item_12	76.6500	75.713	.666		.892
Item_13	76.7500	78.408	.496		.897
Item_14	76.8500	76.555	.656		.893
Item_15	76.7000	73.589	.724		.890
Item_16	76.8500	74.029	.718		.890
Item_17	76.5000	74.789	.684		.892
Item_18	76.8500	77.082	.493		.897
Item_19	76.7000	91.484	-.478		.921
Item_20	76.4500	76.471	.681		.892

Data source ; 2022

Description of work culture data can be presented in the table below

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total	Item-Correlation	Cronbach's Alpha if Item Deleted
Item01	76.7000	84.958	.503		.910
Item02	77.1500	83.608	.567		.908

Item03	77.2000	81.747	.473	.911
Item04	76.9500	82.155	.775	.905
Item05	77.2000	79.747	.526	.910
Item06	77.0500	83.313	.447	.911
Item07	77.1000	78.726	.650	.906
Item08	76.8000	81.011	.656	.906
Item09	76.3500	83.503	.720	.906
Item10	77.1500	81.082	.405	.915
Item11	76.9000	79.253	.780	.903
Item12	76.8000	80.695	.681	.905
Item13	76.9000	83.358	.522	.909
Item14	77.0000	81.579	.671	.906
Item15	76.8500	78.766	.719	.904
Item16	77.0000	79.158	.717	.904
Item17	76.6500	80.239	.661	.905
Item18	77.0000	82.316	.492	.910
Item19	76.7000	91.484	-.125	.921
Item20	76.6000	81.937	.657	.906

Data source ; 2022

The results of the validity and reliability test of the Teacher Performance variable instrument (Y) through the SPSS for windows version 24.0 . program

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item01	77.2500	85.776	.264	.923
Item02	77.3000	85.168	.430	.921
Item03	77.3500	78.976	.622	.917
Item04	77.3000	75.800	.835	.912
Item05	77.3500	80.134	.760	.915
Item06	77.7000	80.537	.583	.918
Item07	77.5500	84.155	.429	.921
Item08	77.5000	79.316	.666	.916
Item09	77.7500	79.776	.622	.917
Item10	77.7500	80.513	.472	.921
Item11	77.4500	82.576	.444	.921
Item12	77.5000	78.053	.641	.917
Item13	77.4500	80.261	.631	.917
Item14	77.4000	79.832	.718	.915
Item15	77.7000	80.747	.469	.921
Item16	77.3500	78.976	.622	.917
Item17	77.3000	75.800	.835	.912
Item18	77.3500	80.134	.760	.915
Item19	77.7000	80.537	.583	.918
Item20	77.4500	84.050	.329	.923

Data Normality Test

The results of the normality test of the data that have been obtained show that each variable in this study is normally distributed, as shown in the image below.

Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta				Tolerance	VIF
1	(Constant)	6.731	3.470			1.940	.062		
	Kecerdasan Emosional	-.053	.036	-.044		-1.480	.149	.998	1.002
	Budaya Kerja	.907	.027	.987		33.217	.000	.998	1.002

a. Dependent Variable: Teacher Performance

DISCUSSION

The results of testing the first hypothesis, From the results of the analysis it is known that the influence of emotional intelligence and work culture simultaneously on teacher performance in vocational education units in North Bolaang Mongondow Regency has a percentage of 0.973 or 97.3%. This means that the emotional intelligence and work culture of teachers in the education unit are going very well, in improving the character and quality of education as a whole. Meanwhile, there are about 7% which are influenced by other factors that are not included in the research model, such as leadership, supervision, competence and individual motivation of teachers that need to be taken into account by the respective school leaders.

This is understandable because teacher performance is not only determined by factors of emotional intelligence and work culture, because other factors are also very likely to influence teacher performance, for example certified teachers, the quality of education in each education unit at the Vocational High School level in North Bolaang Mongondow Regency. it can be concluded that the influence of emotional intelligence and work culture as a whole on teacher performance of 97.3% is acceptable.

The results of testing the second hypothesis, the magnitude of the influence of emotional intelligence (X1) partially on teacher performance (Y) is equal to 0.053, this is acceptable because emotional intelligence (X1) is not the only parameter that determines teacher performance at the education unit level, especially in secondary schools. Vocational High School (SMK) in North Bolaang Mongondow Regency. Statistically it shows that emotional intelligence does not have an important effect on improving teacher performance, this is with the presence of emotional intelligence which is getting better at school level, it can still increase teacher motivation to improve their performance.

Judging from the process of distributing instruments in the field, it shows that the emotional intelligence of teachers as educators statistically does not have a significant impact on improving teacher performance directly. However, if it is observed based on dimensions, it really makes a big contribution to strengthening teachers to remain calm, wise, tolerant in responding to student behavior faced in class and outside the classroom, requiring emotional control, teachers need to recognize their emotions, manage their emotions, motivate themselves, and build good relationships. in internal learning and external learning as a teacher individually. The results of the study indicate that the stronger the recognition and control of teachers' emotions, certain will further improve the quality of education in each education unit.

This is in line with Ayu Agustina's research (2020) with the title The Effect of Emotional Intelligence, Work Discipline and Work Motivation on Teacher Performance in MAN in Malang Regency. The results of this study indicate that: Emotional intelligence has a positive and significant influence on work motivation. Emotional intelligence can encourage and motivate someone to work well. If the teacher's emotional intelligence is high, the work motivation contained in the teacher will also increase. The results of the hypothesis show that H0 is rejected and H1 is accepted.

The results of testing the third hypothesis, the magnitude of the influence of work culture (X2) partially on teacher performance (Y) is equal to 0.907 or 90.7%, this is acceptable because work culture (X2) is very significant in providing reinforcement in the success of teacher performance in class and outside the classroom that determines the performance of teachers at the level of the Vocational High School (SMK) education unit in North Bolaang Mongondow Regency. Statistically it shows that work culture has a very important effect on improving teacher performance, this is the basic capital for teachers to improve the quality of learning and the quality of education in their respective educational units and can increase teacher motivation to improve their performance.

Achievement of performance carried out by teachers cannot simply be achieved without the existence of factors that can influence or support it, and one of them is work culture. Research conducted by Rusmana (2010) with the title "The Influence of Principal Leadership and Teacher Work Culture on Teacher Performance" explains that 49% of teacher performance is influenced by teacher work culture. So it can be said that the teacher's work culture has a strong influence on the teacher's teaching performance. The teacher's work culture is expected to be able to create an atmosphere and teacher working relationship in creating a conducive work environment. Therefore, these conditions are very necessary in improving teacher performance.

Judging from the process of distributing instruments in the field, it shows that the work culture of teachers as educators statistically has a significant influence on improving teacher performance directly. If it is observed based on the dimensions, it really contributes greatly to the strengthening of teachers from aspects of a good work system, behavior, teacher attitudes, and individual habits of teachers.

This can also be seen from the description of the dimensions of the work culture indicator that most of the respondents tend to give high scores to the indicators of the work culture variable. This means that the work culture of vocational school teachers in North Bolaang Mongondow district can be categorized as very good. Likewise, the results of the teacher performance questionnaire mostly tend to provide answers with good category choices on the teacher performance variable, therefore teachers at the SMK level in North Bolaang Mongondow Regency have high performance. with a high category in improving the quality and quality of education in a plenary manner.

CONCLUSION

The conclusions in this study are as follows;

- 1) The effect of emotional intelligence (X1) partially on teacher performance (Y) is 0.053, this is acceptable because emotional intelligence (X1) is not the only parameter that determines teacher performance in vocational education units throughout Bolaang Mongondow Utara Regency. Statistically it shows that in this study emotional intelligence

does not have an important effect on improving teacher performance, this is with low emotional control from teachers can have a negative impact on teachers when carrying out classroom learning to improve their performance as teachers and as leaders in educational units.

- 2) The influence of work culture (X2) partially on teacher performance (Y) which is equal to 0.907 or 90.7%, this is acceptable because work culture (X2) is very significant in providing reinforcement in the success of teacher performance in the classroom and outside the classroom which determines teacher performance at the education unit level, especially in the SMK environment in North Bolaang Mongondow Regency. Statistically it shows that work culture has a very good and very significant effect on improving teacher performance, this is a work character that needs to be maintained to improve the quality of education units, especially SMKs in North Bolaang Mongondow Regency in increasing teacher motivation, discipline, maintaining a creative culture to improve their performance.
- 3) Taken together, research on the influence of emotional intelligence and work culture simultaneously on teacher performance is 0.973 or 97.3%. While about 7% is influenced by other factors that are not included in the research model. This is understandable because teacher performance is not only determined by emotional intelligence and work culture factors, because other factors are also very likely to influence teacher performance, for example teacher education qualifications, principal leadership and support for learning facilities so that it can be concluded that the influence of emotional intelligence and work culture as a whole on teacher performance of 97.3% can be accepted.

Suggestions from the results of this study have shown the influence of emotional intelligence and work culture variables on the variable Teacher Performance at the level of Vocational High School (SMK) education units in North Bolaang Mongondow Regency. Based on this research, the researcher has several suggestions to improve teacher performance in Vocational High Schools (SMK) in North Bolaang Mongondow Regency, including:

1. Teachers should be able to improve discipline in the school environment, by attending every day and on time, using complete uniforms, participating in school activities and helping each other between teachers to improve the quality of learning.
2. Teachers must be able to create a fun teaching and learning process by using appropriate media and learning strategies and not monotonous, besides that teachers must involve students to participate in the learning process, and not be subjective.
3. The teacher should continue to strive to improve his performance from time to time in carrying out his duties as a professional teacher. This is because science and technology are constantly evolving from year to year, so teachers must be able to adapt to changes in accordance with the code of ethics of the teaching profession. In addition, teachers need to develop emotional intelligence. This development is in terms of continuing to learn to recognize, manage emotions, and motivate oneself, empathy and the ability to relate or interact well with others. This can be done by further deepening the teacher's faith through religious activities carried out in schools, including conducting joint recitation activities, tazkir filled with religious lectures.

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