The Influence of Emotional Intelligence, Work Discipline on Teacher Performance at SDN Jatiwaringin VIII

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Article Information	ABSTRACT
  Corresponding Author: Meliana Fransiska, Jakarta Global University, Depok, Indonesia. Email: Franssca72@gmail.com	In the era of growing modernization, human resource management has a key role in the running of an organization. Teachers have a fundamental role in education, teachers spearhead the success of an education. Education is an important factor that determines the growth and survival of a nation. Teacher performance is the key to the success of the quality of the nation's generation, therefore every party in the world of education is always trying to find ways to improve teacher performance in order to create professional teachers. This study aims to determine the significant effect of emotional intelligence and work discipline on teacher performance at Jatiwaringin VIII Elementary School. This type of research is quantitative method research. For data collection using questionnaire techniques as a research instrument. The sampling technique used was saturated sampling with a sample size of 30 respondents. Data analysis using multiple linear regression analysis using the help of the SPSS software program. The results of hypothesis testing and multiple linear regression indicate that emotional intelligence and work discipline have a positive and significant impact on teacher performance at SDN Jatiwaringin VIII. Emotional intelligence and work discipline contribute 52.3% to teacher performance. SDN Jatiwaringin VIII can improve teacher performance by conducting evaluations related to understanding and applying the importance of emotional intelligence and work discipline.

1. INTRODUCTION

Employees are the main asset in an organization, they have a strategic role as thinkers, planners and oversee organizational operations. One of the main aspects of management tasks related to Human Resources is aspects related to employee performance (Oktavia et al., 2021). Teacher performance is the key to the success of the quality of the nation's generation, therefore every party in the world of education is always trying to find

ways to improve teacher performance in order to create professional teachers (Pambreni et al., 2022). Teachers are one of the components of education in achieving school goals (Hidayat & Khotimah, 2021). Likewise, in the life of the nation and state, education is the main element in efforts to develop and empower human resources. If a country has weak human resources, the blame is often placed on educational institutions. Conversely, if a country has average human resources of good quality, then success is also given to educational institutions (Mahmudi, 2022).Teachers have a fundamental role in education, with teachers as the spearhead of the success of an education. Education is an important factor that determines the growth and survival of a nation (Aspi & Syahrani, 2022).

Teachers are always associated as examples and to be imitated so that every attitude, deed, and action of a teacher needs to be an example for students. Emotional intelligence is a person's ability to understand one's own and others' emotions (Laoh et al., 2022). According to Ramadhani (2022), someone who has a low level of emotional intelligence will always be anxious and pessimistic, have difficulty understanding other people's emotional situations so that it is difficult to empathize with others. Actions will be able to show a person's character in empathy, desire for achievement, or focus on the characteristics of weak and underachieving individuals (Frihatini, 2024). Based on interviews with various parties in the school environment and through field observations, it was found that some teachers showed tardy behavior when entering the classroom so that the learning process was not optimal. In addition, the low sensitivity of a teacher to the problems faced by a student and the less than optimal implementation of mentoring sessions. Supported by the results of employee performance evaluation, the results of employee performance standards which include guidance and counseling sessions obtained a sufficient predicate. This indicates that activities have not been carried out optimally. The low score in the guidance and counseling session can be interpreted as a weakness in supporting students' needs, especially in terms of providing attention and solutions to their personal or academic problems. Based on this phenomenon related to low self-management, empathy and in maintaining social relationships, it is related to indicators of emotional intelligence. Based on research from Ekowati et al., (2020) emotional intelligence has a significant influence on teacher performance. This means that, if the ability of emotional intelligence is increased, teacher performance will increase.

According to Sutrisno (2022), conveying discipline is the attitude of readiness and willingness of a person to obey and obey all regulatory norms in the organization. Based on job demands such as the number of tasks, responsibilities and preparation of lesson plans, work discipline is important. In essence, work discipline can increase employee awareness to complete the tasks that have been given (Dahlia et al., 2023). Teacher work discipline at SDN Jatiwaringin VIII is unfortunately still relatively low when viewed from tardiness, thus it needs to be improved because it can affect teacher performance, teacher attendance data is shown in the following table:

Table 1. Teacher Attendance Table of SDN Jatiwaringin VIII January-March 2023

No	Month	Number of Teacher	Average Late Arrival & Absenteeism	Average Late Teachers
1	January	30	10-15 minutes	40%
2	February	30	20-25 minutes	40%
3	March	30	15-20 minutes	13,33%

Source: Data from SDN Jatiwaringin VIII in 2023

As can be seen from the table, there are still some teachers who come to the office late, late during the learning process. From the table, it can be seen that out of a total of 30 teachers, the data for late absences in January was around 12 people, in February 12 people, in March 4 people.

The grading scale in SKP is ranging from 91-100 very good, 76-90 good, 61-75 fair, 51-60 less and 50 and below poor. In line with Government Regulation Number 14 of 2019, the performance appraisal listed in Article 11 includes SKP (Employee Work Objectives) must be supported by the results of the performance values that have been achieved (Wahyuni et al., 2021). Performance is based on the results that employees have done in a certain period of time and is measured against the work standards set by the agency. At SDN Jatiwaringin VIII there will be performance evaluation results every year to measure employee performance based on predetermined work standards. EKP (Employee Performance Evaluation) is the result of measuring employee work objectives, this EKP (Employee Performance Evaluation) includes measuring performance in a year. In the EKP (Employee Performance Evaluation), the average achievement of organizational performance and average employee performance in one year are listed. Based on the results of the teacher performance evaluation for the 2023 period, there are still assessments that are still ineffective.

The analysis in this study focused on gaining a deeper understanding of teacher performance at SDN Jatiwaringin VIII. This arises because of the low ability of emotional intelligence and work discipline. Because the lack of individual ability to manage emotional intelligence can interfere with the optimal utilization of their brain intelligence potential and influence actions that will have a negative impact on performance and teaching quality. In addition, a low level of discipline will affect the learning process so that it becomes not optimal. Therefore, there is a need to improve emotional intelligence and work discipline to improve teacher performance.

2. LITERATUR REVIEW
a. Emotional Intelligence

Emotional intelligence is the ability to understand and control emotions (Turner, 2019). Emotional intelligence is associated with important life skills such as self-management, social awareness, ability to beat stress, accountability, listening skills, open-mindedness, communication skills, trustworthiness, conscientiousness, self-motivation, and friendliness (James, 2020). The opinion expressed by Goleman (2020) is that with the increasing complexity of work, emotional intelligence is becoming increasingly crucial. Because the lack of individual ability to manage emotional intelligence can interfere with the optimal utilization of their brain intelligence potential. Based on Goleman (2020), there are 5 key areas of emotional intelligence, namely:
1) Self Awarness
2) Self Management
3) Social Awarness and Emphaty
4) Relationship Management
5) Self Motivation

b. Work Discipline

According to Puspita (2023), suggests that discipline is a management effort to ensure that employees comply with standards/regulations in an organization. Work

discipline is considered a means to change and improve knowledge, attitudes and behavior so that employees will strive to work together and improve their performance for the company. According to Nitisemito (2019), discipline is an attitude, behavior, and actions that are in line with organizational regulations, whether written or unwritten. Discipline is an essential operative function in human resource management, because the better discipline each employee has, the higher the work performance he can achieve. Without good work discipline, the organization will have difficulty achieving optimal results (Hafidulloh et al., 2021). According to Rivai in Asrul & Adda (2021), there are five basic aspects that can be used as measurements for assessing work discipline, namely:

1) Attendance
2) Obedience to work rules
3) Adherence to work standards
4) High level of alertness
5) Work ethically

c. Teacher Performance

Performance is the appearance of one's work both quantity and quality in an organization (Hafidulloh et al., 2021). Performance is an achievement achieved by employees in carrying out their duties and responsibilities during a certain period (Pianda, 2018). According to Rusman (2018), teacher performance reflects the behavior and attitude of a teacher's activities in implementing learning activities, including lesson planning, implementing teaching and learning activities, and evaluating learning outcomes. Edison in Asrul & Adda (2021) revealed that to measure a performance there needs to be dimensions as benchmarks, namely:

1) Target
2) Quality
3) Turnaround time
4) Adherence to principles

3. RESEARCH METHOD

This research employs a quantitative approach. According to. quantitative research method is a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative / statistical data analysis, with the aim of testing predetermined hypotheses. This research was conducted with the aim of obtaining a more detailed and comprehensive understanding, as well as facilitating and simplifying researchers in conducting research. Therefore, the author has decided that the location that will be the place of this research is at SDN Jatiwaringin VIII. The population in this study consisted of 30 (thirty) teachers at SDN Jatiwaringin VIII, and the sample size of this study was 30 respondents using saturated sampling technique where the entire population was sampled. For validity and reliability testing, a sample of 30 respondents was used because according to Sugiyono (2019), validity testing was carried out using 30 respondents to ensure the test results were close to normal distribution.

The data collection techniques employed are interviews and questionnaires. The data analysis techniques conducted include validity and reliability testing. Classic assumption tests conducted include normality test, multicollinearity test, and heteroskedasticity test. Additionally, descriptive analysis is performed. This analysis technique aims to provide a comprehensive and detailed overview of the characteristics and distribution of data, allowing researchers or readers to understand the observed

situation or phenomenon in depth. Hypothesis testing involves t-test and F-test, while coefficient of determination and multiple linear regression analysis are also used in data analysis.

4. RESULTS AND ANALYSIS
a. Validity Test
The validity test is a method to measure the extent of the accuracy and accuracy of an instrument in performing its measurement function. Validity testing is to evaluate how well the instrument is designed to measure the intended concept (Rajak et al., 2019).

Table 2. Validity Test

Research Variables	Item	R count	R table	Result
Emotional Intelligence (X1)	X1.1	0.416	0.361	VALID
	X1.2	0.609	0.361	VALID
	X1.3	0.417	0.361	VALID
	X1.4	0.509	0.361	VALID
	X1.5	0.520	0.361	VALID
	X1.6	0.446	0.361	VALID
	X1.7	0.576	0.361	VALID
	X1.8	0.635	0.361	VALID
	X1.9	0.613	0.361	VALID
	X1.10	0.407	0.361	VALID
Work Discipline (X2)	X2.1	0.587	0.361	VALID
	X2.2	0.451	0.361	VALID
	X2.3	0.508	0.361	VALID
	X2.4	0.527	0.361	VALID
	X2.5	0.364	0.361	VALID
	X2.6	0.410	0.361	VALID
	X2.7	0.566	0.361	VALID
	X2.8	0.470	0.361	VALID
	X2.9	0.640	0.361	VALID
	X2.10	0.497	0.361	VALID
Teacher Performance (Y)	Y.1	0.566	0.361	VALID
	Y.2	0.464	0.361	VALID
	Y.3	0.599	0.361	VALID
	Y.4	0.391	0.361	VALID
	Y.5	0.654	0.361	VALID
	Y.6	0.433	0.361	VALID
	Y.7	0.634	0.361	VALID
	Y.8	0.437	0.361	VALID

Source: Managed by SPSS, 2024

Based on the table above, there are 28 statements related to the variables of emotional intelligence (X1), work discipline (X2), and teacher performance (Y). The analysis

results show that all the statements in question are considered valid, because the calculated correlation value (rcount) is higher than the specified correlation value (rtable) (rcount> rtable).

b. Realiability Test

   According to Sugiyono (2021) a reliable instrument is an instrument that, if used several times to measure the same object, will produce the same data. In this study, researchers will use the Cronbach Alpha test. According to (Sugiyono, 2019) an item is said to be reliable if the Cronbach Alpha value is> 0.6.

Table 3. Realiability Test

No	Variabel	Cronbach's Alpha	Sig.	Results
1.	Emotional Intelligence (X1)	0.686	> 0.6	RELIABEL
2.	Work Discipline (X2)	0.667	> 0.6	RELIABEL
3.	Teacher Performance (Y)	0.605	> 0.6	RELIABEL

Source: Managed by SPSS, 2024

   Based on the reliability test results above, it can be concluded that all variables are declared reliable because> 0.6. By declaring the reliability of all statements, the variables in the instrument are consistent and accurate. Thus, it is considered feasible as a reliable measure for the classic assumption test.

c. Classic Assumption Test
1) Normality Test

   The normality test has the aim of testing whether in the regression model, confounding or residual variables have a normal distribution (Ghozali, 2021). In this study, the normality test was conducted using the Kolmogorov-Smirnov Test. A good regression model should have residuals that are normally distributed. The normality of residuals can be confirmed if the asymptotic significance (asympt. Sig) value is greater than or equal to 0.05.Based on the results of questionnaire completion by 30 respondents, here are the results of the normality test:

Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.54107169
Most Extreme Differences	Absolute	.118
	Positive	.118
	Negative	-.093
Test Statistic		.118
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.	
b. Calculated from data.	
c. Lilliefors Significance Correction.	
d. This is a lower bound of the true significance.	

Source: Managed by SPSS, 2024

Based on the results of the normality test using the Kolmogrov Smirnov method above, the asymp.Sig 0.200> 0.05, so it can be concluded that the data in this study are normally distributed.

2) Heterokedasticity Test

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residuals of one observation to another (Siregar & Tarigan, 2023). This study employs the Spearman test to identify heteroskedasticity. Decision-making in interpreting the results of the heteroskedasticity test is based on the significance value (2-tailed). If the significance value (2-tailed) is < 0.05, then an indication of heteroskedasticity is found. Conversely, if the significance value (2-tailed) is > 0.05, then there is no indication of heteroskedasticity. Here are the results of the heteroskedasticity test in this study:

Table 5. Heterokedasticity Test

			Kecerdasan Emosional	Disiplin Kerja	Unstandardized Residual
Spearman's rho	Emotional Intelligence	Correlation Coefficient	1.000	.279	-.079
		Sig. (2-tailed)	.	.135	.679
		N	30	30	30
	Work Discipline	Correlation Coefficient	.279	1.000	-.079
		Sig. (2-tailed)	.135	.	.679
		N	30	30	30
	Unstandardized Residual	Correlation Coefficient	-.079	-.079	1.000
		Sig. (2-tailed)	.679	.679	.
		N	30	30	30

<div align="center">Correlations</div>

Source: Managed by SPSS, 2024

Based on the results of the heteroscedasticity test with the Spearman method, it can be seen that emotional intelligence obtained a sig value.0.679> 0.05 and work discipline obtained a value of 0.679> 0.05, so it can be concluded that the data does not indicate heteroscedasticity.

3) Multicolliniearity Test

The multicollinearity test has the aim of seeing whether or not there is a relationship (correlation) between the independent variables. In this study, we will use the Variance Inflation Factor (VIF) and tolerance methods. If the Tolerance value> 0.10 and VIF < 10 then the data is free from multicollinearity symptoms. And if the Tolerance value <0.10 and VIF> 10 then the research is not free from multicollinearity symptoms.

Table 6. Multicolliniearity Test

No	Model	Tolerance	VIF
1.	Emotional Intelligence (X1)	0.541	1.847
2.	Work Discipline (X2)	0.541	1.847

Source: Managed by SPSS, 2024

Based on the table provided, it is known that the VIF value for the emotional intelligence (X1) and work discipline variable (X2) is 1.847, which is less than 10, and the tolerance value is 0.541, which is greater than 0.1. Therefore, based on this analysis, multicollinearity is not present in the data

d. Hypotesis Test
1) Partial Test (t-Test)
According to Ghozali (2021), the partial test is used to determine the effect of each independent variable, namely emotional intelligence (X1) and work discipline (X2) on the dependent variable on teacher performance (Y). With the test criteria sig level. <0.05 and with a t-count> t-table value. So, there is a partial influence between each independent variable on the dependent variable.

Table 7. The Resluts of The Partial Test (t-Test)

Coefficients^a

Model		T	Sig.
1	(Constant)	1.778	.087
	Emotional Intelligence (X1)	2.403	.023
	Work Discipline (X2)	2.271	.031

a. Dependent Variable: Teacher Performance (Y)

Source: Managed by SPSS, 2024

Based on the table above, the following results can be obtained:

Partial hypothesis testing (t test) for emotional intelligence on teacher performance obtained a t-count of 2.403 and a t-table of 2.05183. So, t count> t table. Also, the sig value. 0,023 < 0,05. So, partially emotional intelligence has a positive and significant effect on the performance of teachers at SDN Jatiwaringin VIII. From these results it can be concluded that:

H1: Emotional intelligence has a partial influence on teacher performance (accepted).

Partial hypothesis testing (t test) for work discipline on teacher performance obtained a t-count of 2.271 and a t-table of 2.05183. So, the t-count can be explained t-count> t-table. And, sig value. 0,031 < 0,05. So, partially work discipline has a positive and significant effect on the performance of teachers at SDN Jatiwaringin VIII. From these results it can be concluded that:

H2: Work discipline has a partial influence on teacher performance (accepted).

2) Hypotesis F-test
      According to Ghozali (2021) the f test has the aim of knowing whether there is a simultaneous influence between the variables of emotional intelligence (X1) and work discipline (X2) on teacher performance (Y). To test this hypothesis using the sig value testing criteria. <0.05 and the value of f-count> f-table there is a simultaneous influence. The following is hypothesis testing using SPSS to see the results of the simultaneous test (f test).

Table 8. The Resluts of The F-Test

ANOVAᵃ

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	86.328	2	43.164	16.922	.000ᵇ
	Residual	68.872	27	2.551		
	Total	155.200	29			
a. Dependent Variable: Teacher Performance (Y)						
b. Predictors: (Constant), Work Discipline (X2), Emotional Intelligence (X1)						

Source: Managed by SPSS, 2024

      Based on the table above, it can be seen that the f-count value is 16.922> f-table 3.34 and a significant probability of 0.000 <0.05. So the regression model can be stated that in this study emotional intelligence and work discipline simultaneously have a positive and significant effect on the performance of teachers at SDN Jatiwaringin VIII. From these results it can be concluded that:

H3: Emotional intelligence and work discipline have a simultaneous influence on teacher performance (accepted).

e. Determination Coefficient R^2
      According to Ghozali (2021) the coefficient of determination aims to measure how far the model's ability to explain the variation in the dependent variable. To measure how much contribution is given by the independent variables, namely the emotional intelligence (X1) and work discipline (X2), to the dependent variable teacher

performance (Y), the adjusted R-squared value is used as an indicator. The results of the coefficient of determination test can be seen in the following table:

Tabel 9. The Results of The Determination Coeffecient

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746[a]	.556	.523	1.59713

a. Predictors: (Constant), Work Discipline (X2), Emotional Intelligence (X1)

Source: Managed by SPSS, 2024

Based on the table of coefficient of determination test results above, it can be explained that the Adjusted R Square value of 0.523 or 52.3% means that the emotional intelligence variable (X1) and the work discipline variable (X2) contribute to the teacher performance variable (Y) by 52.3% and the remaining 47.7% is influenced by other variables outside the variables in this study.

e. Multiple Linear Regression Test

According to Ghozali (2021) In regression analysis is to measure the strength of the relationship between two or more variables. Multiple linear regression analysis was carried out to determine how much influence the variables, namely the influence of emotional intelligence, work discipline on teacher performance at SDN Jatiwaringin VIII. The goal is to predict the value of the dependent variable due to the influence of the value of the independent variable. The following is a data analysis using SPSS to see the results of the multiple linear regression test:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	8.322	4.681	
	Emotional Intelligence (X1)	.309	.129	.419
	Work Discipline (X2)	.308	.135	.396

a. Dependent Variable: Teacher Performance (Y)

Table 10. Results of Multiple Linear Regression Analysis
Source: Managed by SPSS, 2024

Based on the table above, the equation for multiple linear regression results is obtained as follows:

$$Y = 8.322 + 0.309 X1 + 0.308 X2 + e$$

Based on the above equation, it can be explained that:

1. The constant value is 8.322 if each independent variable is considered zero, then teacher performance (Y) is 8.322. It is concluded that the variables of emotional intelligence and teacher discipline show a positive contribution of 8.322 to teacher performance.
2. The coefficient value of the emotional intelligence variable (X1) is 0.309. It can be said that every increase of 1 unit in the emotional intelligence variable will contribute to an increase in the value of teacher performance (Y) by 0.309. This indicates that emotional intelligence has a positive effect on teacher performance.

The coefficient value of the work discipline variable (X2) is 0.308. It can be said that every increase of 1 unit in the work discipline variable will contribute to an increase in the value of teacher performance (Y) by 0.308. This indicates that work discipline has a positive effect on teacher performance

5. CONCLUSION

Based on the results of research that has been conducted on the effect of emotional intelligence and work discipline on teacher performance at SDN Jatiwaringin VIII that has been presented, it can be concluded that emotional intelligence has a positive and significant effect partially on teacher performance at SDN Jatiwaringin VIII, so H1 is accepted. Therefore, educational institutions need to increase attention to emotional intelligence with training programs, build a positive organizational culture, conduct continuous evaluation. Work discipline has a positive and significant effect partially on teacher performance at SDN Jatiwaringin VIII, so H2 is accepted. Therefore, educational institutions need to increase attention to the application of the importance of work discipline by establishing transparent policies regarding duties and responsibilities as well as consequences for policy violations, providing awards to motivate teachers, building a positive organizational culture and providing self-development programs. Emotional intelligence and work discipline have a positive and significant effect simultaneously on teacher performance at SDN Jatiwaringin VIII, so H3 is accepted. From the results of the adjusted r square value in this study, it can be interpreted that emotional intelligence and work discipline contribute to teacher performance by 52.3% and the remaining 47.7% is influenced by other variables outside the variables in this study.

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