

**THE INFLUENCE OF EMOTIONAL INTELLIGENCE, COMPETENCE  
AND WORK ENVIRONMENT ON TEACHER PERFORMANCE OF  
SMP KEMALA BHAYANGKARI JAKARTA**

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**ABSTRACT**

The purpose of this study was to determine the effect of emotional intelligence, competence and work environment toward teacher performance either partially or simultaneously. The object research carred out to the employee stamp of SMP Kemala Bhayangkari Jakarta. Design research conducted in the preparation of this is quantitative that aims to determine the influence between two or more deeply variables describe or reveal a problem, situation, event or revealing fact as they are deeply and try to find a solution or problems solv. The results showed that Emotional intelligence has positive effect on performance with coefficient value of 0.161. Competence has positive effect on performance with coefficient value of 0.429. Work environment positively influence toward performance with coefficient value equal to 0,262. Adjust R Square value of 0.442. Indicates that emotional intelligence, competence and work environment together contribute 44,2% to performance and the rest of 55,8% influenced by other variable outside this research.

**Keywords: Emotional Intelligence, Competence, Work Environment, Teacher Performance**

**PROEM**

In the 1945 Constitution mandates (1) Every citizen shall be educated; (2) The Government shall undertake and organize a national education system regulated in the Act; (3) Every citizen follows basic education and the government is obliged to finance it; (4) The Government shall undertake and organize a national education system that promotes faith and piety and noble morality in the framework of the intellectual life of the nation governed by law; (5) The State shall prioritize the education budget of at least twenty percent of the State's revenue and expenditure budget to meet the needs of national education.

In the education process, especially in schools, teachers play the most important role. The teacher's behavior in the educational process has a strong influence on the development of student behavior and personality. In Law no.

20/2003 on the national education system is explained that: National education is an education based on Pancasila and the 1945 Constitution of the State of the Republic of Indonesia, rooted in the values of religion, national culture of Indonesia, and responsive to the demands of the changing times. Based on the purpose of this national education is very clear the role of teachers is essential and vital.

Teachers are one of the education personnel who have a role as a determinant of the success of the school, because teachers who directly intersect with learners to provide guidance whose estuary will produce the expected graduation. Therefore, teacher performance should always be improved.

There are several factors that can affect teacher performance, one of the factors is emotional intelligence. Goleman (2001: 16) argues that emotional intelligence determines a person's position of learning practical skills based on the five elements: self-awareness, self-motivation, self-control, empathy, and skill in fostering relationships. The results of research Susi Hendriani and Raden Lestari Garnasih (2013) states emotional intelligence has a significant effect on performance. He also stated that school activities will work effectively if teachers have intellectual and emotional intelligence.

Another factor that can improve teacher performance is competence. Competence is an ability to perform work based on skills and knowledge and supported positive work behavior. This means that teachers with adequate competence will show a professional attitude, so that in carrying out education can use the right method, which in the end the students feel happy and master the lessons taught. The results of research H. Ade Sobandi (2010) states competence has a significant effect on performance. He also stated, One of the interesting issues to be studied from the provision of education at the micro level is the teaching performance of teachers. Without the active involvement of the teacher's corps, any sophisticated educational reform policy will end up.

In addition to the above mentioned factors, the work environment has an important role in improving teacher performance. Work environment is everything that is around the workplace, which can affect employees in performing the task. Especially in an educational institution, a teacher is required to have a good teaching performance, so that the purpose of the education can be achieved. One way to

improve the teachers is the importance of creating a good work environment, comfortable, clean, beautiful and exciting, so that gave birth to a sense of pleasure. In addition, the work environment must be really designed as possible and equipped with adequate facilities for supporting the smooth learning. The results of Dwi Agung Prihanto (2017) suggests that the work environment has an effect on teacher performance. Social environments, such as cooperation, harmony and relationships between individuals have a direct impact on emotional states and their implications for low performance.

## **THEORETIC**

Veithzal Rivai (2005: 14-15) defines performance as the result or success rate of a person as a whole over a given period, compared to possible possibilities, such as predefined outcome standards, targets, or predetermined targets or criteria. Performance goals and objectives are to set useful targets, not only for performance evaluation at the end of the period, but the results of the work process throughout the period. According to Dessler (2006) suggests, there are 6 dimensions of performance, including:

1. Quality, quality is the level of final results achieved near perfect, in the sense of meeting the expected goals.
2. Quantity, quantity is the amount generated, in terms of a number of units of work or number of cycles of activity produced.
3. Timeliness, timeliness with regard to commencement of work, process and activity level of completion of the work at a predetermined time.
4. Effectiveness, effectiveness is the level of knowledge of organizational resources which with the intention to increase profits by maximizing the facilities provided by the company.
5. Independence, adult attitude of employees in carrying out tasks carried out full responsibility.
6. Commitment, commitment means the earnestness of employees performing tasks based on work bonds.

Goleman (2000: 13) argue that emotional intelligence consists of the ability to control yourself, spur, diligent, and can motivate yourself. These skills include

managing both positive and negative emotional forms. Emotional intelligence is more emphasis on the ability in the field of emotion that is the ability to face frustration, the ability to control emotions, spirit and ability to establish relationships with others.

Goleman (2001: 42-43) suggests five dimensions that can build emotional intelligence, namely:

1. Self-awareness
2. Self-Management
3. Motivation
4. Social awareness
5. Relationship management

According to Kreitner and Kinicki in Budhiningtias (2007: 252) the concept of competence is a combination of abilities and skills. In other words, skills get a great deal of attention in today's Management. Ability to demonstrate stable characteristics related to a person's maximum physical and mental abilities. The characteristics of competence are specific behavior, can be seen and can be verified; reliably and logically can be grouped together; and has been identified as things that have a major impact on the success of the work. There are 3 types of competencies: Organizational Competence, Job or Technical Competency and Individuals Competence. The basic characteristics of competence are five: Motives, Traits, Self-concept, Knowledge and Skill. Spencer and Spencer, mentions there are five types of competence characteristics.

1. Motives
2. Traits
3. Self concept
4. Knowledge
5. Skill

Work environment is all things that affect performance indirectly, but have a significant impact. Such as office eligibility, equipment feasibility, adequate facilities, cleanliness, work relations, organizational culture and so forth. Field facts prove, the work environment is an indirect factor that has a dominant effect on employee loyalty. The type is not visible and difficult to identify, causing the

organization difficult to intervene. Mostly, once bad things happen only later is known. Thus, the work environment for employees has a role in the long run. Usually togetherness causes work to feel comfortable. Therefore, it is often found that there are people who are paid cheaply and are not respected by their organization but they persist, and that is the environmental factor.

## **METHOD**

This research uses quantitative research methods and multiple regression analysis method using SPSS 17 software. The purpose is to explain the aspects that are relevant or relevant to the observed phenomenon and explain the characteristics of phenomena or existing problems. The sampling technique used in this research is the census sampling technique, that is, the whole population is used as the sample in the study, due to the limitations of the existing population or the research wants to make the generalization result with a small error (Sugiyono, 2008: 122). The sample set by the author is 100 respondents.

## **RESULT**

### **1. Descriptive Analysis**

The results of the questionnaire distribution obtained information as follows.

#### **a. Teacher performance**

In general, teachers perceived good performance by respondents, as many as 60% of respondents agreed. Quantity dimension has the most dominant answer value that is 65% of respondents said "agree", while the quality dimension has an answer value of 62% of respondents said "agree", then the timeliness dimension has the answer value of 61% of respondents stated "agree", while dimension of effectiveness has an answer value of 52% of respondents said "agree", then the dimension of independence has an answer value of 58% of respondents said "agree" and the dimension of commitment the majority of respondents answered "agree" ie by 61%.

This illustrates that the teachers of SMP Kemala Bhayangkari able to finish the job well and able to educate the students based on predefined standards. Furthermore, the respondents' answers explain that the teachers are not only

able to complete the school work personally but also able to teach the subjects well and guide the students to achieve academic and nonakademik achievement with good results

b. Emotional intelligence

Overall, as many as 61% perceive the emotional intelligence of teachers in either category (agree). The dimension of motivation has the most dominant answer value that is 72% of respondents say "agree", while the self-awareness dimension has an answer value of 58% of respondents said "agree", then the self-management dimension has the answer value of 62% of respondents said "agree" while the empathy dimension has an answer value of 54% of respondents said "agree" and the dimension of management relationship has an answer value of 60% of respondents said "agree".

This indicates that the emotional intelligence of SMP Kemala Bhayangkari teachers are quite good. It can be seen directly from the personal of each teacher who the longer the teaching can be more able to guide the students, able to direct the wiser, not forcing in providing an understanding of a lesson

c. Competence

Overall, as many as 56% perceive the competence of teachers in either category (agree). The dimension of knowledge has the most dominant answer value of 65% of respondents said "agree", while the motive dimension has an answer value of 55% of respondents said "agree", then the character dimension has the answer value of 56% of respondents said "agree" self-concept has an answer value of 43% of respondents said "agree" and the skill dimension has an answer value of 60% of respondents stated "agree".

d. Work environment

The majority of respondents answered agree to the performance environment variables with a presentation of 64%. The dimension of the air temperature has the most dominant answer value that is 70% of respondents say "agree", while the dimension of the information has an answer value of 63% of respondents said "agree", then the noise dimension has an answer value of 60% of respondents stated "agree" while the dimension of the space has an

answer value of 67% of respondents said "agree" and the job security dimension has an answer value of 62% of respondents stated "agree".

That is, the teachers acknowledge that the working environment of SMP Kemala Bhayangkari quite good. It can be seen directly in the relationships among faculty that promote familial, helpful, tolerant, religious and school facilities that are quite supportive such as the presence of electronic air conditioners, computers, printers and vehicle inventor.

## 2. Research Discussion

Table 1. Partial Test

### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.145	4.467		.704	.483
Emotional	.312	.155	.161	2.015	.047
Competence	.434	.092	.429	4.728	.000
Enviornment	.299	.100	.262	2.995	.003

a. Dependent Variable: Performance

Source: Research data, 2015

Table 2. Simultaneous Test

### ANOVA<sup>b</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	491.820	3	163.940	25.346	.000 <sup>a</sup>
	Residual	620.930	96	6.468		
	Total	1112.750	99			

a. Predictors: (Constant), Work Environment, Emotional Intelligence, Competence

b. Dependent Variable: Performance

Source: Research data, 2015

Table 3. Determinant Test

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665 <sup>a</sup>	.442	.425	2.543

a. Predictors: (Constant), Work Environment, Emotional Intelligence, Competence

b. Dependent Variable: Performance

Source: Research data, 2015

Based on SPSS output above, the following results can be obtained:

- a. Regression Equation  $Y = 3.145 + 0.161X_1 + 0.429X_2 + 0.262X_3$
- b. Constant value of 3.145, It's Mean without emotional intelligence, competence and work environment, performance is maintained at 3.145.
- c. Emotional intelligence has positive effect on performance with coefficient value of 0.161. This means that if the variable of emotional intelligence increases one unit with the assumption of the competence variable and the work environment remains, then the performance of employees will increase by 0.161.
- d. Competence has positive effect on performance with coefficient value of 0.429. This means that if the competency variable increases one unit with the assumption that the emotional intelligence variable and the work environment remain, then the performance of employees will increase by 0.429.
- e. Work environment positively influence to performance with coefficient value equal to 0.262. This means that if the work environment variables increase one unit with the assumption of emotional intelligence and fixed competence, then the performance of employees will increase by 0.262.
- f. Adjust R Square value of 0.442. Indicates that emotional intelligence, competence and work environment together contribute 44,2% to performance and the rest of 55,8% influenced by other variable outside this research.
- g. The F-count value is greater than F-table of  $25.346 > 2.70$  with F significance of  $0,000 < 0.05$ , then  $H_4$  is accepted and  $H_0$  is rejected. This shows that the variable of emotional intelligence, competence and work environment together have a positive and significant effect on employee performance.

The results of the above analysis prove that emotional intelligence, competence and work environment have a mutual influence on performance. In other words this result implies that a teacher needs to have a good level of competence in teaching where a teacher can master the subject well. Therefore, it is necessary from within the teachers themselves to continuously improve the knowledge and ability to teach. The results of this analysis suggests that SMP Kemala Bhayangkari should continue to improve the performance of teachers by motivating and encouraging teachers to continue to work and improve self-efficacy.

Undoubtedly, emotional intelligence in the world of teaching is very important and necessary. Because in educating students not only intellectual ability that put forward, more than that emotional intelligence has a broader role. Ie behavior of a teacher actually gives a big share in achieving the student's own achievement. Teachers with good emotional intelligence can understand the characteristics of students, able to deliver the subjects well, can provide direction and guidance on students and labih important emotional intelligence can be a role model for students to behave in accordance with prevailing norms and ethics.

The above findings reinforce that competence contains a deep and inherent personality part of a person with behaviors that can encourage and motivate a person in completing the task. In addition to the competencies that must be supported by the management of SMP Kemala Bhayangkari school is a comfortable working environment.

## CONCLUSION

Based on the above analysis, the research results are presented as follows.

1. Emotional intelligence has positive effect on performance with coefficient value of 0.161.
2. Competence has positive effect on performance with coefficient value of 0.429.
3. Work environment positively influence toward performance with coefficient value equal to 0,262.
4. Adjust R Square value of 0.442. Indicates that emotional intelligence, competence and work environment together contribute 44,2% to performance and the rest of 55,8% influenced by other variable outside this research.

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