

Analysis on Mediation Effect of Quality of Work Life in the Effect of of School Principal's Managerial Competency and Teacher's Emotional Intelligence on Teacher Performance

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2 Analysis on Mediation Effect of *Quality of Work Life* in the Effect of School Principal's Managerial Competency and Teacher's Emotional Intelligence on Teacher Performance

Abstract:

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Research is aimed to conduct empirical test and analysis on role of *quality of work life* in mediating the effect of school principal's managerial competency and teacher's emotional intelligence on teacher performance. Theoretically, the author expects that result of this research should enrich readers' knowledge about human resource management. It is also believed that this research will give much benefits to development of relevant knowledge, especially relating with human resource management.

Type of research is *cross sectional study* using quantitative and qualitative approaches. Research category is *explanatory study*. Population of research is all resident teachers who have class at Senior High School of Advent College in East Java. Total population is 33 teachers. Analysis technique is *Path Analysis*.

Some results are obtained from this research, such as (1) school principal's managerial competency has great contribution to teacher performance, (2) teacher's emotional intelligence has great contribution to optimization of teacher performance, (3) *quality of work life* plays important role in maximizing or supporting teacher performance, (4) school principal's managerial competency has obvious impact on achievement of *quality of work life*, (5) teacher's emotional intelligence has great contribution to *quality of work life*, (6) school principal's managerial competency mediated by *quality of work life* can optimize teacher performance if compared to without mediation, (7) teacher's emotional intelligence followed by good *quality of work life* can maximize and deliver better achievement of teacher performance if compared to without *quality of work life*.

Keywords: Managerial Competency, Emotional Intelligence, *Quality of Work Life*, Teacher Performance

INTRODUCTION

Education workers play very important role in shaping character of citizens and developing potentials of educated participants. Therefore, teachers or educators are one of determinant factors to any efforts of education. Wahjosumijo (2005) said that teachers are the most important component to the best delivery and quality of education. Successful education is greatly affected by teacher performance in planning, executing, and evaluating learning activity. Teacher performance is important element in education that determines education quality level.

According to Tabrani Rusyan et.al., (2000), teacher performance is about how to manage learning activity either inside or outside classroom. There are many learning-related activities such as serving in school administration, directing learning process, providing mentoring service students, and implementing assessment. Teacher performance must be assessed or evaluated to keep track on its development. Therefore, school as one of education units must assess teacher performance periodically, and it can be done through monthly deliberation, quartal examination, semester check up or annual assessment. It must be clearly shown that teacher performance assessment has very great benefits to education, including for school environment.

Advent College in East Java has assessed teacher performance annually. Based on secondary data of education year 2017, teachers at Advent Senior High Schools have been assessed for their performance, and the result is not good or less compatible with school targets. Teachers seem difficult to expand the competency they have mastered for years. Teacher competency is indeed important element that determines their capability to serve their duty as teacher. Besides, whether teacher as education worker is successful or not to accomplish their responsibility at school cannot escape from three factors. One is school principal's managerial competency. This managerial competency is school principal's capability to manage all school things at school where principal is assigned.

Pursuant to Regulation of National Education Minister No. 13 of 2007, it was mentioned that one competency that school principal must own is managerial competency. Indeed, managerial competency is crucial competency for someone who must lead organization. Good leadership occurs only with adequate work experience. However, distinctive phenomena were found in research location, precisely at Advent Senior High School of Malang, Advent Senior High School of Purwodadi, and Advent Senior High School of Anjasmoro Surabaya. All these schools are led by school principals who just begin their term more or less than two years.

Second factor that affects teacher performance is teacher's emotional intelligence. Emotional intelligence is important attribute that must be owned by teachers who work as teaching staff at Advent College in East Java. Result of field observation has found that students have violated order of conduct predetermined by school. For example, students decide to be intentional shirker, neglect from completing their assignments, and show salient insubordination against their teacher. Besides coping with such delinquencies, teachers encounter other problems at school including having unnecessary quarrel with co-workers or blundering on expressing different opinions from their superior's. If teachers have better emotional intelligence, they must be wiser in dealing with school problems with their students and co-workers. Therefore, it can be said that emotional intelligence is a factor with great effect on teacher performance.

Final factor that affects teacher performance is *quality of work life*. This factor is defined as learning-teaching activity done by teachers to create convenient work environment to help increasing their teaching performance. It is possible to say that *quality of work life* plays very important role in improving teacher performance at Advent College in East Java. However, *quality of work life* is challenged by lacking of structures and infrastructures for teaching and also by less number of resident teachers.

Advent College is Education Institution of Advent Christianity that emphasizes on education of character. Its education philosophy says that "the biggest demand of the world is the demand for human who never trade their humanity for materialism, human who have consciences, loyalty and honesty, human who are not affraid to say sins as sins, human who have integrity in their assignments like compast pointer showing to the pole, and human who are able to stand for truth despite the collapse of the sky" (E.G. White, 1980).

Senior High Schools at Advent College in East Java have been established in some regions in East Java, among other is Malang, Purwodadi, and Surabaya. Advent Senior High Schools in these three cities have applied same mission, which is, "to embody Advent education that respects Christianity creed, sows serving spiritualism, develops educated participants' capability to master skill, knowledge, and technology, and motivates them to be creative, achieving, and self-reliant." Achieving this mission needs some requirements such as school principal with good managerial competency, teacher with emotional intelligence that can help them to improve their performance as education worker, and

pleasant and convenient *quality of work life*.

2 Based on this background, the author decides to give the article with title “The Analysis of Mediation Effect of *Quality of Work Life* in the Effect of School Principal’s Managerial Competency and Teacher’s Emotional Intelligence on Teacher Performance (Study on Teachers at Senior High Schools of Advent College in East Java)”. Some problems are identified. The author formulates these problems as follows: (1) Does school principal’s managerial competency affect teacher performance at Senior High Schools of Advent College in East Java? (2) Does teacher’s emotional intelligence influence teacher performance at Senior High Schools of Advent College in East Java? (3) Does *quality of work life* affect teacher performance at Senior High Schools of Advent College in East Java? (4) Does school principal’s managerial competency influence *quality of work life* of teachers at Senior High Schools of Advent College in East Java? (5) Does teacher’s emotional intelligence affect their *quality of work life* at Senior High Schools of Advent College in East Java? (6) Does school principal’s managerial competency influence teacher performance at Senior High Schools of Advent College in East Java through *quality of work life* as intervening variable? (7) Does teacher’s emotional intelligence affect teacher performance at Senior High Schools of Advent College in East Java through *quality of work life* as intervening variable?

By taking into account the problems above, the objective of research is to understand and analyze (1) how much the effect of school principal’s managerial competency is on teacher performance at Senior High Schools of Advent College in East Java, (2) how much the influence of teacher’s emotional intelligence is on teacher performance at Senior High Schools of Advent College in East Java, (3) how much the effect of *quality of work life* is on teacher performance at Senior High Schools of Advent College in East Java, (4) how much the influence of school principal’s managerial competency is on *quality of work life* of teachers at Senior High Schools of Advent College in East Java, (5) how much the effect of teacher’s emotional intelligence is on *quality of work life* of teachers at Senior High Schools of Advent College in East Java, (6) how much the influence of school principal’s managerial competency is on teacher performance at Senior High Schools of Advent College in East Java through *quality of work life* as intervening variable, and (7) how much the effect of teacher’s emotional intelligence is on teacher performance at Senior High Schools of Advent College in East Java through *quality of work life* as intervening variable.

THEORETICAL BASE

1. Teacher Performance

Tabrani Rusyan et. al. (2000) said that teacher performance is about how to manage learning activity inside or outside classroom, and this activity might include serving in school administration, directing learning process, providing mentoring service students, and implementing assessment. Teacher performance is what has been achieved by teacher when they serve their assignment based on competency standard and criteria predetermined by school where they work at. Teacher’s competency standard used by Advent College in East Java is comprising with seven aspects, namely, spiritualism, service orientation, integrity, commitment, discipline, cooperation, and competency. These seven aspects derive from School Council’s Decree No.015/06/MAC/2017 concerning performance assessment for resident employees.

2. Managerial Competency

Regulation of National Education Minister No. 13 of 2007 has stated that one competency considered as important to be owned by school principal is managerial competency. Relating

with their role and function as school manager, thus it is possible that school principal might use some strategies, such as: 1) building cooperation with education workers at school and other relevant parties in every school-related activity, 2) motivating education workers to improve their performance, and 3) encouraging all education workers to engage into every school activity (be participative), including in making policy concerning school matters and determining direction that school aims at. Siagian (2002) asserted that “*managerial skill* is about convincing others to work in proper way”. Managerial is an adjective relating with leadership and management. Ulbert Silalahi (2002) explained that term *managerial* derives from *management*, meaning as to train, or literally *to handle*, which synonymous with to take care or to control. Hasibuan (2005) declared that management is a set of sciences and arts to organize process of utilizing human resource and other resources in effective and efficient ways.

All these theoretical tenets above were then promoted by Triyani Amali (2015) in article titled with “The Effect of School Principal’s Managerial Competency and Teacher’s Work Satisfaction on Teacher Performance at State Senior High Schools in Tabalong Regency”. This article found that school principal’s managerial competency is significantly affecting teacher performance, that teacher’s work satisfaction is significantly influencing teacher performance, and that school principal’s managerial competency and teacher’s work satisfaction are simultaneously affecting teacher performance.

3. Emotional Intelligence

As already noted by Salovey and John Mayer, teachers who are considered as having emotional intelligence are those who have attributes as follows: empathy, capability to reveal self expression properly and comprehend others’ feelings, capability to restrain anger, self-reliant, adaptability, likeability, capability to solve problems interpersonally, solidarity, and respectful (Lawrence E. Shapiro, 2003).

According to Goleman (2005), emotional intelligence has five components, which include self conscience, self regulation, motivation, empathy, and social skill. Self conscience is an impulse to know better about self. Self regulation is capability to control emotion. Motivation is capability to develop high level of work enthusiasm. Empathy is about capability to understand others’ feelings. Social skill is capability to interact with others.

The propositions above are clarified by Goleman in Wibowo (2011), who said that intellectual quotient (IQ) contributes for 20% as factor that determines life success, while other 80% are affected by other forces, including emotional quotient/intelligence. Goleman also said that in work environment, human behavioral aspect plays very important role. Employee behavior and attitude at work are greatly determining the success of firm and its business. Moreover, the propositions are supported by Rani Setyaningrum et. al., (2016) through their article titled with “The Effect of Emotional Intelligence on Performance (Study on Employees of PT. Jasa Raharja, East Java Branch)”. They found that self conscience, self regulation, motivation, empathy, and social skill, do have significant effect either partially or simultaneously on employee performance. They also discovered that variable with the most dominant effect on employee performance is self conscience.

4. Quality of Work Life

Siagian (2007) determined that *Quality of Work Life* is systematic effort in organizational life where employees are given opportunity to participate into organizational policy making process to determine how they work and what contribution they should give to organization in order to achieve organizational goals and objectives. The most popular definition of *Quality of*

Work Life is one given by Cascio, and therefore, Cascio is then known as the pioneer of *Quality of Work Life*. Cascio said that *Quality of Work Life* is a set of conditions and practices to achieve organizational goals. The questioned conditions and practices might include job enrichment, internal promotion policy, democratic supervision, employee participation, and safe work condition.

This opinion was supported by Adya Hermawati et. al., (2016) whose article titled with “*Transglobal Leadership, Quality of Work Life, and Employee Performance in Cooperatives in East Java, Indonesia*”. They found that four hypotheses are accepted in each research region. There is direct and significant effect from transglobal leadership and *quality of work life* (QWL) on employee performance in Malang, Pasuruan and Surabaya. Also, there is positive and significant effect from transglobal leadership on employee performance through mediation of *quality of work life* (QWL). Based on coefficient values of all variables, it is then identified that the most dominant effect is shown by the effect of transglobal leadership on employee performance through mediation of *quality of work life* (QWL) in the case of Surabaya region.

RESEARCH METHOD

This research was conducted against teachers at Senior High Schools of Advent College in East Java. Three schools were involved, precisely Advent Senior High School of Malang, Advent Senior High School of Purwodadi, and Advent Senior High School of Anjasmoro Surabaya. Research was carried out in 2018 using all members of population. Therefore, the sampling technique was *total sampling*, which has resulted in 33 persons. Priority was given to primary data, which are collected through questionnaire, interview and observation. Path Analysis Model was used to analyze mediation occurring in relationship between independent variable and dependent variable, especially in the effect of school principal’s managerial competency (X1), teacher’s emotional intelligence (X2) and *quality of work life* (M) on teacher performance (Y).

This research is quantitative study. Based on observation timing, type of this research is *cross sectional study* because data are collected only at one observation time. Research instrument and research hypothesis are tested using assistance of *SPSS 20.00*.

RESULT AND DISCUSSION

1. Validity and Reliability Tests

Validity test is conducted using *SPSS 20.00*. Minimum requirement to determine that questionnaire items are valid is $r\text{-count} > r\text{-table}$. Questionnaire items are valid only if $r\text{-count}$ is bigger than $r\text{-table}$. Validity test was conducted against 33 research samples, and questionnaire items were valid because $r\text{-count}$ is bigger than $r\text{-table}$ (0.301). Reliability test is conducted to ensure that research instrument is trustable to be used as data collection tool (Arikunto, 2006). If *cronbach alpha* value is > 0.6 , then the measuring tool is said to be reliable. Validity test applies *pearson product moment* on 11 questionnaire items, and the result indicates that all items have $r\text{-count} > 0.344$, which therefore, all these items are considered as valid. Reliability test gets *cronbach alpha* of $0.841 > 0.6$, which based on this, the measuring tool is considered as reliable. Besides, its reliability category is very high.

Table 1. Validity Test on Variable X1

Variable	Item	Coefficient	Significant	Description
School Principal’s	1	0.461	0.007	Valid

Managerial Competency (X1)	2	0.847	0.000	Valid
	3	0.863	0.000	Valid
	4	0.427	0.000	Valid
	5	0.863	0.000	Valid
	6	0.427	0.013	Valid
	7	0.415	0.016	Valid
	8	0.461	0.007	Valid
	9	0.847	0.000	Valid
	10	0.863	0.000	Valid
	11	0.847	0.000	Valid

Source: Data are processed, 2018

Table 2. Validity Test on Variable X2

Variable	Item	Coefficient	Significant	Description
Teacher's Emotional Intelligence (X1)	1	0.627	0.000	Valid
	2	0.609	0.000	Valid
	3	0.783	0.000	Valid
	4	0.609	0.000	Valid
	5	0.783	0.000	Valid
	6	0.487	0.004	Valid
	7	0.578	0.000	Valid
	8	0.627	0.000	Valid
	9	0.609	0.000	Valid
	10	0.618	0.000	Valid
	11	0.512	0.002	Valid

Source: Data are processed, 2018

Table 3. Validity Test on Variable M

Variable	Item	Coefficient	Significant	Description
Quality of Work Life (M)	1	0.777	0.000	Valid
	2	0.551	0.001	Valid
	3	0.777	0.000	Valid
	4	0.777	0.000	Valid
	5	0.551	0.001	Valid
	6	0.439	0.011	Valid
	7	0.645	0.000	Valid
	8	0.675	0.000	Valid
	9	0.494	0.003	Valid
	10	0.430	0.013	Valid
	11	0.494	0.003	Valid
	12	0.494	0.003	Valid
	13	0.430	0.013	Valid
	14	0.481	0.003	Valid
	15	0.401	0.021	Valid

Source: Data are processed, 2018

Table 4. Validity Test on Variable Y

Variable	Item	Coefficient	Significant	Description
Teacher Performance (Y)	1	0.890	0.000	Valid
	2	0.423	0.014	Valid
	3	0.458	0.007	Valid
	4	0.703	0.000	Valid
	5	0.820	0.000	Valid

	6	0.890	0.000	Valid
	7	0.423	0.014	Valid
	8	0.890	0.000	Valid
	9	0.890	0.000	Valid
	10	0.435	0.011	Valid
	11	0.435	0.011	Valid
	12	0.820	0.000	Valid
	13	0.674	0.000	Valid
	14	0.890	0.000	Valid
	15	0.426	0.014	Valid

Source: Data are processed, 2018

Table 5. Reliability Test on All Variables

Variable	Cronbach's Alpha	N of Items	Description
X1	0.879	11	Reliable
X2	0.841	11	Reliable
M	0.847	15	Reliable
Y	0.919	15	Reliable

Source: Data are processed, 2018

2. Description of Respondent Answer

The summary of statistic results of respondent answer description will be explained in this section. After collection, data are processed, presented in table, and then analyzed. The author uses descriptive analysis on all research variables and then classifies total score sum. Number of data (N) is 33, and respondent answer is anchored from minimally 1 (very disagree) to maximally 5 (very agree). Some tables in this section provide descriptions about respondent answer to question items concerning school principal's managerial competency, teacher's emotional intelligence, *quality of work life* and teacher performance.

**Table 6. Descriptive Statistics of Variable X1
(School Principal's Managerial Competency)**

Question Item	Frequency					N of Data	Min. Score	Max. Score	Mean Score	Criteria of Assessment
	Very Disagree	Disagree	Less Agree	Agreee	Very Agree					
X1.1	0	0	8	16	9	33	3	5	4.03	High
X1.2	0	0	4	26	3	33	3	5	3.96	High
X1.3	0	1	7	21	4	33	2	5	3.84	High
X1.4	0	0	4	26	3	33	3	5	3.96	High
X1.5	0	1	7	21	4	33	2	5	3.84	High
X1.6	0	2	3	25	3	33	2	5	3.87	High
X1.7	0	0	8	19	6	33	3	5	3.93	High
X1.8	0	0	8	16	9	33	3	5	4.03	High
X1.9	0	0	4	26	3	33	3	5	3.94	High
X1.10	0	1	7	21	4	33	2	5	3.84	High
X1.11	0	0	4	26	3	33	3	5	3.96	High
Total Mean of School Principal's Managerial Competency									3.92	High

Source: Data are processed, 2018

Regarding to result of respondent answer description concerning school principal's managerial competency, it seems that some teachers are disagree with policies made by school principal, especially policies on indicators of planning, organizing and evaluating. The highest mean score of respondent answer concerning school principal's managerial competency is 4.03,

relating with capability to advance organization. The lowest mean score is 3.84, relating with financial planning and evaluation.

Table 7. Descriptive Statistics of Variable X2
(Teacher's Emotional Intelligence)

Question Item	Frequency					N of Data	Min. Score	Max. Score	Mean Score	Criteria of Assessment
	Very Disagree	Disagree	Less Agree	Agreee	Very Agree					
X2.1	0	0	3	13	17	33	3	5	4.42	Very High
X2.2	0	0	5	20	8	33	3	5	4.09	High
X2.3	0	1	6	20	6	33	2	5	3.93	High
X2.4	0	0	5	20	8	33	3	5	4.09	High
X2.5	0	1	6	20	6	33	2	5	3.93	High
X2.6	0	0	5	13	15	33	3	5	4.3	Very High
X2.7	0	1	7	17	8	33	2	5	3.96	High
X2.8	0	0	3	13	17	33	3	5	4.42	Very High
X2.9	0	0	5	20	8	33	3	5	4.09	High
X2.10	0	0	3	14	16	33	3	5	4.39	Very High
X2.11	0	0	5	20	8	33	3	5	4.09	High
Total Mean of Teacher's Emotional Intelligence									4.15	High

Source: Data are processed, 2018

Based on result of respondent answer description concerning teacher's emotional intelligence, some teachers are less agree and even disagree to indicators of self regulation, motivation and empathy. The highest mean score is 4.42, relating with identifying factor that triggers emotional burst and understanding others' feelings when they are in trouble. The lowest mean score is 3.93, relating with controlling emotion and being optimist with career.

Table 8. Descriptive Statistics of Variable M
(Quality of Work Life)

Question Item	Frequency					N of Data	Min. Score	Max. Score	Mean Score	Criteria of Assessment
	Very Disagree	Disagree	Less Agree	Agreee	Very Agree					
M.1	0	0	8	16	9	33	3	5	4.03	High
M.2	0	0	4	26	3	33	3	5	3.96	High
M.3	0	0	8	16	9	33	3	5	4.03	High
M.4	0	0	8	16	9	33	3	5	4.03	High
M.5	0	0	4	26	3	33	3	5	3.96	High
M.6	0	1	7	21	4	33	2	5	3.84	High
M.7	0	0	13	13	7	33	3	5	3.81	High
M.8	0	0	13	10	10	33	3	5	3.9	High
M.9	0	0	3	13	17	33	3	5	4.42	Very High
M.10	0	0	5	20	8	33	3	5	4.09	High
M.11	0	0	3	13	17	33	3	5	4.42	Very High
M.12	0	0	3	13	17	33	3	5	4.42	Very High
M.13	0	0	5	20	8	33	3	5	4.09	High
M.14	0	1	16	20	6	33	2	5	3.93	High
M.15	0	1	16	22	4	33	2	5	3.87	High
Total Mean of Quality of Work Life									4.05	High

Source: Data are processed, 2018

In pursuance of result of respondent answer description concerning *Quality of Work Life*, some teachers are less agree and even disagree to indicators of problem solving and work environment safety. The highest mean score is 4.42, relating with giving emphasis on job interest and discipline. The lowest mean score is 3.81, relating with accepting suggestions of weakness.

Table 9. Descriptive Statistics of Variable Y
(Teacher Performance)

Question Item	Frequency					N of Data	Min. Score	Max. Score	Mean Score	Criteria of Assessment
	Very Disagree	Disagree	Less Agree	Agree	Very Agree					
Y.1	0	0	8	16	9	33	3	5	4.03	High
Y.2	0	0	4	26	3	33	3	5	3.96	High
Y.3	0	0	6	21	6	33	3	5	4	High
Y.4	0	0	13	13	7	33	3	5	3.81	High
Y.5	0	0	13	10	10	33	3	5	3.9	High
Y.6	0	0	8	16	9	33	3	5	4.03	High
Y.7	0	0	4	26	3	33	3	5	3.96	High
Y.8	0	0	8	16	9	33	3	5	4.03	High
Y.9	0	0	8	16	9	33	3	5	4.03	Very High
Y.10	0	0	3	13	17	33	3	5	4.42	Very High
Y.11	0	0	3	13	17	33	3	5	4.42	Very High
Y.12	0	0	13	10	10	33	3	5	3.9	Very
Y.13	0	0	15	11	7	33	3	5	3.75	High
Y.14	0	0	8	16	9	33	3	5	4.03	High
Y.15	0	0	4	12	17	33	2	5	4.39	Very High
Total Mean of Teacher Performance									3.97	High

Source: Data are processed, 2018

Pursuant to result of respondent answer description concerning teacher performance, there is a number of teachers who are less agree with standard designed to assess their performance. The highest mean score is 4.42, relating with working hard to improve educated participants' achievement and implementing learning process on time. The lowest mean score is 3.81, relating with discussing conditions of students with their parent and other teachers.

3. Path Analysis

Path analysis is a derivative of correlation analysis and taking benefits from path diagram comprising of hypotheses proposed by researcher. Path analysis is used by the author to explain causal effect mechanism across variables by classifying coefficient of correlation into direct effect and indirect effect. Path analysis is the extension product of linear regression analysis because path analysis uses same counting method as linear regression, and the only difference is that path analysis involves standardized observation value. Therefore, path coefficient is basically beta coefficient in linear regression model.

Table 10. The Effect Across Variables

Effect Path	Path Coefficient	t-count	p-value	R ²
X1 → M	0.582	6.956	0.000	39.7%
X2 → M	0.585	6.993	0.000	39.9%
Total				79.6%
X1 → Y	-0.299	-4.708	0.000	11.9%
X2 → Y	-0.590	-9.256	0.000	23.4%
M → Y	1.517	17.675	0.000	60.3%
Total				95.6%

Note: X1 = School Principal's Managerial Competency, X2=Teacher's Emotional Intelligence, M= *Quality of Work Life*, Y = Teacher Performance

a. The Effect of School Principal's Managerial Competency and Teacher's Emotional Intelligence on *Quality of Work Life*

The equation of the effect path above is:

$$M = 0.582 X1 + 0.585 X2$$

Path coefficient of School Principal's Managerial Competency on *Quality of Work Life* is 0.582. This number means that every increase of School Principal's Managerial Competency for 1 unit will be followed by the increase of *Quality of Work Life* for 0.582 times. Contribution level of School Principal's Managerial Competency to *Quality of Work Life* is 39.7%. It means that 39.7% of changes in *Quality of Work Life* are caused by changes in School Principal's Managerial Competency.

Meanwhile, path coefficient of Teacher's Emotional Intelligence on *Quality of Work Life* is 0.585, meaning that every increase of teacher's emotional intelligence for 1 unit will be accompanied by the increase of *Quality of Work Life* for 0.585 times. Contribution level of Teacher's Emotional Intelligence to *Quality of Work Life* is 39.9%, which means that 39.9% of changes in *Quality of Work Life* are caused by changes in Teacher's Emotional Intelligence.

b. The Effect of School Principal's Managerial Competency, Teacher's Emotional Intelligence, and *Quality of Work Life* on Teacher Performance

The effect path above is indicated by the following equation:

$$Y = -0.299 X_1 - 0.590 X_2 + 1.517 M$$

Path coefficient of School Principal's Managerial Competency on Teacher Performance is -0.299, which means that every increase of School Principal's Managerial Competency for 1 unit will result in decrease in Teacher Performance for 0.299 times. School Principal's Managerial Competency has contribution to Teacher Performance for 11.9%. Based on this situation, it can be said that 11.9% changes in Teacher Performance are caused by the changes in School Principal's Managerial Competency.

Moreover, path coefficient of Teacher's Emotional Intelligence on Teacher Performance is -0.590, which means that every increase of Teacher's Emotional Intelligence for 1 unit will decrease Teacher Performance for 0.590 times. Teacher's Emotional Intelligence contributes Teacher Performance for 23.4%, meaning that 23.4% changes in Teacher Performance are triggered by changes in Teacher's Emotional Intelligence.

Furthermore, path coefficient of *Quality of Work Life* on Teacher Performance is 1.517, meaning that every increase of *Quality of Work Life* for 1 unit will increase Teacher Performance for 1.517 times. Contribution level of *Quality of Work Life* to Teacher Performance is 60.3%, which means that 60.3% changes in Teacher Performance are inflicted by changes in *Quality of Work Life*.

c. Total Determination Coefficient

Total determination coefficient will measure how big path model is constructed to explain research data. Coefficient rate is ranging between 0% and 100%, which the higher the determination coefficient, the better the model in explaining the data.

$$R_m^2 = 1 - [(1 - 0.796) \times (1 - 0.956)] = 0.991$$

Total determination coefficient obtained from path model calculation is 0.991, which shows that path model used by this research can explain 99.1% research data.

4. Discussion

1. Result of research shows that there is good condition in the path of school principal's managerial competency on teacher performance. If school principal's managerial competency is higher, teacher performance is increasing, and so is the reverse. It means that school principal's managerial competency has significant effect on teacher performance.
2. Result of research indicates that there is good condition in the path of teacher's emotional intelligence on teacher performance. If teacher's emotional intelligence is higher, teacher

performance is improving, and the reverse also prevails. Therefore, it can be said that teacher's emotional intelligence significantly affects on teacher performance.

3. Result of research shows that there is very good condition in the path of *quality of work life* on teacher performance, where higher level of *quality of work life* at school is resulting in increase in teacher performance, and so is the reverse. It means that *quality of work life* has significant effect on teacher performance.
4. Result of research indicates that there is good condition in the path of school principal's managerial competency on *quality of work life*, where higher level of school principal's managerial competency will increase *quality of work life*, and the reverse also prevails. It can be inferred that school principal's managerial competency is significantly affecting *quality of work life*.
5. Result of research shows that there is good condition in the path of teacher's emotional intelligence on *quality of work life*. When teacher's emotional intelligence is increasing, *quality of work life* at school is getting better. The reverse also prevails. Therefore, it can be said that teacher's emotional intelligence has significant effect on *quality of work life*.
6. Result of research indicates that the path of school principal's managerial competency on teacher performance through *quality of work life* as intervening variable has better condition if compared to situation without mediation. This condition is convincing because the value of this mediation path after hypothesis test is higher than the value of the path of school principal's managerial competency on teacher performance. The explanation of this result is that teachers start to feel better in completing their duty as teaching staff when they find that school principal has good managerial competency and their *quality of work life* is pleasure and convenient.
7. Result of research shows that the path of teacher's emotional intelligence on teacher performance through *quality of work life* as intervening variable has better condition than the path without mediation. The proof is that the value of mediation path after hypothesis test is higher than the value of path without mediation. It seems that teachers feel better in completing their task as education staff when they find that their *quality of work life* is convenient to them.

8. Research Implication

Concerning with school principal's managerial competency, problem arises. School principal never invites teacher participation in planning financial issues and school equipments. School principal is required to be more open by involving teachers into the planning of financial issues and school equipments because these two matters allow the school to progress

Teacher's emotional intelligence has strong effect on Advent College in East Java. However, there is also problem in this variable, which is, teachers lack of optimism about their career as teacher at Advent College. It sends implication that school principal must convince teachers with motivation and reasonable wages that must be compatible with teaching work.

Next variable is *quality of work life*. It affects teachers at Advent College in East Java. Teachers still do not satisfy with the supporting structures and infrastructures provided by the school. It brings implication that structures and infrastructures at school must be improved in order to support and obtain successful teaching and learning activities at the school.

Teacher performance is the last variable. Still, it cannot escape from problem. Teachers seem lack of initiatives to discuss data and information about progress, difficulties, and potentials of educated participants either in formal or non-formal meetings with co-worker, at least for the interest of educated participants. It has implication that school principal must direct

teachers to be more active in discussing anythings with co-worker for the sake of education progress at school.

CONCLUSION AND SUGGESTION

a. Conclusion

After taking into account research problems, research objective, research hypothesis, data analysis and discussion that are given in previous sections, the author then takes some conclusions:

1. Result of research shows that school principal's managerial competency has good contribution to teacher performance at Advent College in East Java. Teachers feel that by finding their school principal with good managerial competency might be helpful to motivate them to increase their performance.
2. Result of research indicates that teacher's emotional intelligence has good contribution to performance of teachers who serve their duty as teaching staff at Advent College in East Java. Teachers feel that having good emotional intelligence can keep their performance increasing.
3. Result of research shows that *quality of work life* has good contribution to teacher performance at Advent College in East Java. Teachers feel that good *quality of work life* at the place where they work can be the reason of why their performance increases.
4. Result of research indicates that school principal's managerial competency has good contribution to *quality of work life* at Advent College in East Java. Teachers feel that school principal has good managerial competency in administering the school, and therefore, school principal might create good *quality of work life* at school where teachers work.
5. Result of research shows that teacher's emotional intelligence has good contribution to *quality of work life* at Advent College in East Java. Teachers feel that having good emotional intelligence is giving them good *quality of work life* at school where they work.
6. Result of research indicates that school principal's managerial competency, followed by *quality of work life*, has good contribution to teacher performance at Advent College in East Java. Teachers feel that having their school principal with good managerial competency, followed by good *quality of work life*, is reasonable precondition for the increase of teacher performance.
7. Result of research shows that teacher's emotional intelligence, followed by *quality of work life*, has good contribution to teacher performance at Advent College in East Java. Teachers feel that having good emotional intelligence, followed by good *quality of work life*, is reasonable precondition for them to increase their performance.

b. Suggestion

Based on the results of this research so far, the author then comes with suggestions given to teachers at Senior High Schools of Advent College in East Java. These suggestions are described as follows:

1. School principal at Advent College in East Java should make investment of managerial competency into teacher's mind. For example, school principal can do fostering on teachers about how to make syllabus and Learning Execution Plan based on the existing curriculum. It

might allow teachers to optimize their duty, which then culminates at better quality of education.

2. Teachers who serve at Advent College in East Java need to be capable to manage their emotion. It can be done by keeping emotions into harmony and only disclosing it through skills of self conscience, self control, self motivation, empathy, and social skill. Teacher's emotional intelligence can initiate the establishment of good relation among teachers or between teachers and students.
3. Advent College in East Java must create *quality of work life* that is safe and convenient to teachers. This safe and convenient situation might convince teachers to serve their duty as teaching staff in better way.

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