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# THE INFLUENCE OF EMOTIONAL INTELLIGENCE, COMPETENCE AND ORGANIZATIONAL CULTURE ON THE PERFORMANCE OF ENGLISH TEACHERS

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## Abstract

This study was conducted to determine how much influence the Emotional Intelligence, Competence and Organizational Culture on the Performance of English Teachers in Private Junior High Schools in Cakung District, East Jakarta. both partially and simultaneously. The data collection method uses primary data from 75 respondents, but the data is complete and can be processed as many as 72 respondents. The data obtained were then processed using the multiple regression method with SPSS software version 23. The results showed that emotional intelligence both partially and simultaneously had a significant effect on Teacher Performance, Competency both partially and simultaneously had a significant effect on Teacher Performance, Organizational Culture both partially or simultaneously significant effect on Teacher Performance.

*Keywords: Emotional Intelligence, Competence, Organizational Culture, Teacher Performance.*

## 1. Introduction

Teachers as educators play a very important role in producing quality graduates. The teacher is the front guard who holds the key to the quality of education, teachers who are competent, professional, dignified and prosperous will try harder to display the perfect teaching and learning process so that students are able to work well in social life. The teacher's duty as an educator according to Law Number 20 Year 2003, Chapter XI article 39 paragraph 2 namely: "Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service. especially for educators at tertiary institutions. Teachers as educators, instructors and mentors are critical factors in student success (Muhibbin, 1997).

According to the Teacher and Lecturer Law No. 14 of 2005 Chapter I article 1 paragraph 1, the Teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students in early childhood education through formal education, education primary and secondary education. " Therefore, in order for the implementation of teaching and learning activities to go according to the demands of the times, society and government regulations, the school institution must have teachers who have good competence and emotional intelligence so as to produce a good learning atmosphere and produce superior and empowered Indonesian human output competitiveness. In order for teacher performance to improve, complete competence, emotional intelligence and a conducive school organizational culture are needed.

Teacher competence is a set of abilities that must be possessed by teachers in accordance with educational needs in schools (syllabus), community demands, and the development of science and technology. There are

three dimensions of teacher competency, namely: First, professional competence, namely teachers have extensive and in-depth knowledge of subjects to be transformed into students and methodological mastery, have fundamental knowledge about education, have knowledge to choose and use a variety of appropriate strategies in learning. Second, personal competence is the ability of individuals to show a steady personality that is exemplary and able to be a source of identification, especially for students and generally for fellow humans. Third, social competence means the teacher shows the ability to communicate well with his students, fellow teachers, leaders, and with the wider community (Kartikawati, 2011).

In addition to competence, one's mental and emotional readiness to become teachers become an important factor, because every human being born has unique characteristics and talents that vary in various aspects, including emotional differences that are reflected in the form of one's actions or behavior. Emotional intelligence needs to be possessed by teachers to be able to become professional teachers, both personally and socially. Personal intelligence is an individual perception that emphasizes inner development which can lead to success. Social intelligence is the ability to provide perceptions of handling a relationship with its environment (Goleman in Sutikno, 2010).

In addition, the culture of a conducive school organization is a prerequisite for an effective teaching and learning process. The culture of a school organization is a school characteristic that can be identified through its values, attitudes, habits that are displayed, and actions shown by all school personnel that form a special unity of the school system (Handayani and Rasyid, 2015). organizational culture is an invisible social force, which can move people in an organization to carry out work activities. Indirectly everyone learns culture in an organization. Especially if he as a new teacher to be accepted by the environment in which the teacher works, must try to learn what is forbidden and what is required, what is good and what is bad, what is right and what is wrong so that the teacher must do what do and what not to do in the organization (Sutrisno, 2011).

## **2. Literature Review**

### **Teacher Performance**

Performance is the result of quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities given to him (Mangkunegara, 2016). performance is the result of an employee's work during a certain period compared to various possibilities, for example standards, targets / targets / criteria that have been determined in advance and have been mutually agreed upon (Handayani and Rasyid, 2015).

Teacher performance or teacher work performance is the result achieved by the teacher in carrying out the tasks assigned to him based on skill, experience and sincerity and the use of time. Teacher performance will be good if the teacher has implemented elements which consist of loyalty and high commitment to the teaching task. The performance of a teacher is seen from the extent to which the teacher carries out his duties in an orderly and responsible manner, the ability to move and motivate students to learn and cooperate with other teachers. Teacher performance includes aspects of personal abilities, professional abilities and social abilities. In school organizations the success or failure of educational objectives is largely determined by teacher performance, because the main task of the teacher is managing teaching and learning activities. With regard to teacher performance as a teacher, teacher performance is a set of real behaviors that are shown by the teacher when giving teachings to his students (Usman, 2005).

Teacher performance is the work of quality and quantity achieved by teachers in carrying out their duties in accordance with the responsibilities given to them (Hamzah, 2010). According to Law No. 14 of 2005, teacher performance is the result of work or work performance achieved by a teacher based on his ability. Therefore, teachers must have academic qualifications, competencies, educator certificates, physically and mentally healthy, and meet other qualifications required by the education unit where they are assigned. Teacher performance is an outcome or level of success achieved by a teacher in providing knowledge to students, based on certain criteria and evaluated by certain people. In RI Law No. 14 of 2005 concerning Teachers and Lecturers stated that there are six elements which are indicators of teacher work performance or teacher performance, namely:

1. Mastery of Educational Platform
2. Mastery of teaching materials
3. Management of Teaching and Learning Programs

4. Use of Learning Tools
5. Understanding Research Methods
6. Understanding of school administration

The Ministry of National Education (2006) has made a standard for teacher performance assessment consisting of the following indicators:

1. Efficiency. Efficiency in the performance of a teacher can be described in the form of a teacher's ability to formulate learning goals that consist of aspects that make clear the objectives, completeness of the scope of the formulation and basic competencies to be achieved. In addition, efficiency in teacher performance is the ability of teachers to organize teaching materials that consist of the suitability of the material with the learning objectives and character of students, systematic material and allocation of learning time
2. Effectiveness. Effectiveness in teacher performance can be seen from the ability to use teaching media, this ability consists of aspects of the suitability of teaching media with the objectives and learning materials as well as the characteristics of students. The ability to use learning methods consisting of aspects of the suitability of learning methods with objectives, teaching materials and characteristics of students as well as time allocation, as well as the ability to make assessments consisting of aspects of appropriateness of assessment techniques with learning objectives, clarity of assessment procedures, and completeness of instruments in assessing.
3. Productivity. Teachers will be included in the category of professional teachers and are entitled to certification if they meet the specified performance standards, namely writing, following the professional development of teachers, making new technologies in teaching and learning and so forth..

### **Emotional Intelligence**

Emotional intelligence is the ability to feel, understand, and effectively apply emotional power and sensitivity as a source of humane energy, information, connections, and influence. Emotional intelligence is the ability to motivate yourself and endure frustration, control impulses and not exaggerate pleasure, regulate moods and keep stress from crippling your ability to think, empathize, and pray. So it can be concluded that this emotional ability is a "mental ability" that determines how well a person is able to use other skills possessed including intellectuals (Mu'dadin, 2002).

Emotional intelligence at work will be expressed in the form of a passion for work that continues to ignite (Sutikno, 2010). Goleman in Sutikno (2010) argues that outline emotional intelligence is divided into two, namely 1) personal competence, including self-awareness, self-regulation, self-motivation and 2) social competence, including empathy and social skills. The details are explained as follows:

1. Self Awareness. Self-awareness is the basis of emotional intelligence which is the ability to monitor feelings from time to time. self awareness is knowing what is felt at one time and using it to guide self-decision making.
2. Self-regulation. The ability to handle feelings so that feelings can be properly expressed. Keeping troubling emotions under control is the key to emotional well-being.
3. Motivation. Motivation means using our deepest desires to move and guide someone toward the goal, help us take the initiative and act very effectively and to survive the failure and frustration. The most effective motivation is motivation that comes from within a person.
4. Empathy. The ability to empathize is the ability to know how others feel, be able to understand the perspectives of others, foster trusting relationships and align oneself with various people. Emotions are rarely expressed in words, but emotions are far more often expressed through desire. The key to understanding other people's feelings is being able to read nonverbal messages such as tone of voice, gestures, facial expressions and so on. The benefits of being able to read feelings from nonverbal cues include being more emotionally adaptable, more popular, more sociable and more sensitive.
5. Social Skills. Social skills mean handling emotions well when dealing with others and carefully reading situations and social networks, interacting smoothly, using skills to influence and lead, deliberating and resolving disputes and to work together and work in teams. Social skills are the most important aspect in Emotional Intelligence. Social skills can be obtained by practicing a lot.

## **Competence**

According to Article 8 of the Law of the Republic of Indonesia Number 14 Year 2005 teacher competencies include personality competencies, pedagogical competencies, social competencies, and professional competencies obtained through professional education, the explanation is as follows:

1. **Personality Competencies.** Personality ability includes a whole personality, virtuous, honest, mature, faithful, moral, the ability to actualize themselves such as discipline, responsibility, sensitive, objective, flexible, broad-minded, able to communicate with others, the ability to develop professions such as creative thinking, critical, reflective, lifelong learning, making decisions. Based on this, personality competencies are divided into three namely:
  - a) **Moral and faithful.** Moral and faith are important competencies because one of the tasks of the teacher is to help students fear and be faithful and to be good children.
  - b) **High actualization.** Actualization that is important is the attitude of responsibility. Education regarding the development of students cannot be done arbitrarily, but needs to be planned, needs to be developed, needs to be done with responsibility.
  - c) **Attitude to continue to develop knowledge.** In an age of rapid scientific progress like today, teachers are required to continue learning so that their knowledge remains fresh.
2. **Pedagogical Competence.** Pedagogical competence is the ability in the field of study that is understanding the characteristics and content of teaching materials and mastering the concepts, knowing the methodology of the relevant science, understanding the context of the field and also its relation to society, the environment and other sciences. In detail the pedagogical abilities can be explained as follows:
  - a) The teacher must master the material and fields of study for which he is assigned.
  - b) Teachers need to know how the method of teaching science itself works.
  - c) The teacher understands the context of the knowledge that would be taught in society and the technology that now exists.
3. **Social Competence.** Social competence is the ability of teachers as part of the community, including at least:
  - a) Communicate verbally, in writing, and / or cues.
  - b) Using communication and information technology functionally.
  - c) Associate effectively with students, fellow educators, educational staff, leaders of educational units, parents / guardians of students.
  - d) Associate politely with the surrounding community by heeding norms and value systems that apply, and Applying the principles of brotherhood and a spirit of togetherness.
4. **Professional Competence.** Professional competence is the ability of teachers in learning or education includes an understanding of the nature, characteristics of students and development, understanding some educational concepts that are useful to help students, mastering several teaching methodologies that are appropriate to students' materials and development, and mastering an appropriate and good evaluation system that in turn, it further enhances students' abilities. Based on this explanation, professional competency can be described as follows:
  - a) Teachers need to get to know students.
  - b) Teachers are expected to understand the characteristics, character, level of thought, physical and psychological development of students. By understanding that the teacher will easily understand the difficulties and ease of students in developing themselves.
  - c) Teachers also need to master several theories of education, especially education in this modern era.
  - d) Teachers are expected to understand various learning models.

## **Organizational Culture**

Culture is a complex combination of assumptions, behavior, stories, myths, metaphors and various other ideas that come together to determine what it means to be a member of a particular society (Stoner in Judges and Hadipapo, 2015). Organizational culture is conceptualized as a shared understanding of the important things

that are manifested in the words spoken together with the work done together, and the feelings shared. Organizational culture or corporate culture is often interpreted as values, symbols that are understood and adhered to together, owned by an organization so that members of the organization feel one family and create a condition that members of the organization feel different from other organizations (Kreitner and Kinicki in Poerwaningrum, 2016).

According to Robins in Sudarmanto (2014: 171) organizational culture has 7 primary characteristics, which are the essence of organizational culture, namely:

1. Innovation and risk taking: the extent to which employees are encouraged to be innovative and take risks.
2. Attention to details: the extent to which employees are expected to show precision (accuracy), analysis, and attention to details.
3. Results orientation: the extent to which management focuses on results, not on the techniques and processes used to achieve those results.
4. People orientation: the extent to which management decisions produce effects on people in the organization.
5. Team orientation: the extent to which work activities are organized around teams, not individuals.
6. Aggressiveness: the extent to which people are aggressive and competitive, not relaxed.
7. Stability: the extent to which organizational activities emphasize maintaining the status quo rather than change.

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### **3. Methods**

In this research the authors chose the object of research on teacher performance, emotional intelligence, competence, and organizational culture in English teachers in the Private Middle School of Cakung District, East Jakarta. The study was conducted during December 2019.

In this study, the population was 75 teachers. Researchers used the saturated sampling method so that all members of the population were sampled (Sugiyono, 2016). The data used by researchers in this study are primary data collected by questionnaire, the results of the data are tabulated and analyzed descriptively and quantitatively by multiple regression methods with the help of SPSS version 23 analytical tools. The multiple linear regression formula in this study is:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

Information:

<i>Y</i>	: <i>Teacher's performance</i>
<i>A</i>	: <i>Constants</i>
<i>B1, B2..Bn</i>	: <i>Regression coefficient</i>
<i>X1</i>	: <i>Emotional Intelligence</i>
<i>X2</i>	: <i>Competence</i>
<i>X3</i>	: <i>Organizational Culture</i>

### **4. Results and Discussion**

#### **Descriptive Statistics**

Descriptive statistics presented from the results of this study aim to provide a general description of the distribution of data obtained in the field. The following table is the result of data processing:

**Table 4.1 Descriptive Statistics Emotional Intelligence**

	Valid	72
	Missing	
N		
Mean		86,5833
Median		85,0000
Mode		82,00
Std. Deviation		6,18210
Minimum		73,00
Maximum		100,00
Sum		6234,00

Source: Researchrer data, 2019

Table 4.1 shows the score of the variable Emotional Intelligence obtained from respondents has an average of 86.58 with a standard deviation of 6.18, a median of 85, a minimum score of 73 and a maximum score of 100. The number of valid question items in the Emotional Intelligence instrument is 20 items the question with a maximum score of each question is 5, then the average score of each question is 4.329, this shows that the average score for the item on the variable Emotional Intelligence is high.

**Table 4.2 Descriptive Statistics Competence**

	Valid	72
	Missing	
N		
Mean		86,9722
Median		84,5000
Mode		84,00
Std. Deviation		7,16009
Minimum		70,00
Maximum		100,00
Sum		6262,00

Source: Researchrer data, 2019

Table 4.2 shows the Competency variables obtained from respondents having an average of 86.97 with a standard deviation of 7.16, a median of 84.5, a minimum score of 70 and a maximum score of 100. The number of valid question items in the Competency instrument are 20 questions with a maximum score of each question is 5, then the average score of each question is 4.348, this shows that the average score of Competency is high.

**Table 4.3 Descriptive Statistics Organizational Culture**

	Valid	72
	Missing	
N		
Mean		85,5972
Median		84,0000
Mode		78,00
Std. Deviation		7,42220
Minimum		76,00
Maximum		100,00
Sum		6163,00

Source: Researchrer data, 2019

Table 4.3 shows the Organizational Culture scores obtained from the respondents had an average of 85.59 with a standard deviation of 7.42, a median of 84, a minimum score of 76 and a maximum score of 100. The number of valid question items in the Organizational Culture instrument were 20 questions with a maximum score of each question is 5, then the average score of each question is 4.27, this shows that the average score of Organizational Culture is high.

**Table 4.4 Descriptive Statistics Teacher Performance**

	Valid	72
	Missing	0
N		
Mean		87,1528
Median		86,0000
Mode		82,00
Std. Deviation		6,42105
Minimum		77,00
Maximum		100,00
Sum		6275,00

Source: Researcher data, 2019

Table 4.4 shows. Teacher Performance scores obtained from respondents had an average of 87.15 with a standard deviation of 6.42 a median of 86, a minimum score of 77 and a maximum score of 100. The number of valid questions in the Teacher Performance instrument were 20 questions with a maximum score of each the item question is 5, then the average score of each question is 4.35, this shows that the average Teacher Performance score is high.

**Classic Assumption Test**

The results of the data normalization test using the Kolmogorov-Smirnov One-Sample Test on SPSS 23 are presented in the following table:

**Table 4.5 One-Sample Kolmogorov-Smirnov Test**

		Emotional Intelligence	Competence	Organizational Culture	Teacher Performance
N		72	72	72	72
Normal Parameters <sup>a,b</sup>	Mean	86,5833	86,9722	85,5972	87,1528
	Std. Deviation	6,18210	7,16009	7,42220	6,42105
Most Extreme Differences	Absolute	,129	,161	,136	,172
	Positive	,129	,161	,136	,172
	Negative	-,096	-,106	-,098	-,122
Kolmogorov-Smirnov Z		1,093	1,366	1,152	1,457
Asymp. Sig. (2-tailed)		,183	,480	,141	,129

Source: Researcher data, 2019

In table 4.5 it can be seen that the Kolmogorov-Smirnov value for all samples is greater than 0.05, so H0 is accepted, in other words that the data from all samples in this study are normally distributed.

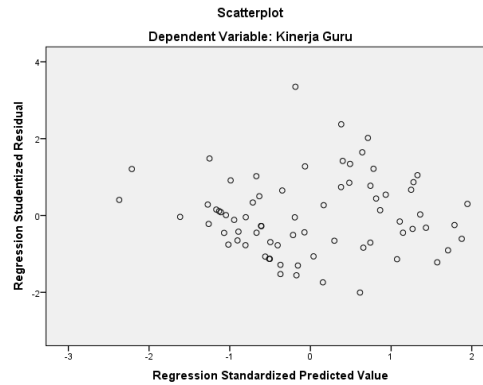
Multicollinearity Test aims to test whether the regression model found a strong relationship between independent variables. The following results are multicollinearity tests.

**Table 4.6 Multicollinearity Test Results**

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Emotional Inteligence	,865	1,157
	Competence	,731	1,369
	Organizational Culture	,806	1,241

Source: Researcher data, 2019

The heteroscedasticity test is to see whether there is an unequal variance from one residual to another observation. A good model is obtained if there are no specific patterns on the graph, following the test results of the heteroscedasticity test.



**Figure 4.1 Heteroscedasticity Test Results**

Source: Researchrer data, 2019

**Data Analysis**

Data analysis with multiple regression can be seen in the following table:

**Table 4.7 Multiple Regression Test Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	3,532	8,495	,416	,679
	Emotional Intelligence	,582	,086	,561	,000
	Competence	,222	,081	,248	,008
	Organizational Culture	,162	,074	,188	,032

Source: Researchrer data, 2019

From the results of data processing, it is obtained the multiple regression equation as follows:

$$Y^{\wedge} = 3,532 + 0,582 X1 + 0,222 X2 + 0,162 X3 + e$$

The constant coefficient of 3,532 indicates that if the values of X1, X2 and X3 are zero then the Teacher Performance level is 3,532 units. Coefficient b1 of 0.582 means that if Emotional Intelligence (X1) increases by one unit, while other variables are fixed, then the Teacher Performance variable (Y) will increase by 0.582, in other words the higher Emotional Intelligence will increase the Teacher's Performance. Coefficient b2 of 0.222 means that if Competence (X2) increases by one unit, while other variables are permanent, then the Teacher Performance variable (Y) will increase by 0.222, in other words the higher the Competency will increase the Teacher's Performance. Coefficient b3 of 0.162 means that if Organizational Culture (X3) increases by one unit, while other variables are permanent, then the Teacher Performance variable (Y) will increase by 0.162, in other words the better Organizational Culture will improve Teacher Performance.

**Table 4.8 ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1744,784	3	581,595	33,444	,000 <sup>b</sup>
	Residual	1182,536	68	17,390		
	Total	2927,319	71			

Source: Researchrer data, 2019

From Table 4.8., it can be seen that the value of Fcount = 33.444, while the value of Ftable = 2.76, so that it is concluded Fcount > Ftable (33.444 > 2.76). As well as the value of Sig F = 0.000, smaller than 0.05, then the conclusion H0 is rejected, which means that the regression coefficient is significant. In other words



that there is a significant influence on the independent variable of Emotional Intelligence, Competence and Organizational Culture together on the dependent variable Teacher Performance.

**Table 4.9 Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,772 <sup>a</sup>	,596	,578	4,17016	1,735

Source: Researchr data, 2019

The correlation coefficient (r) is 0.772, this means that there is a positive relationship between Emotional Intelligence, Competency and Organizational Culture with Teacher Performance and the relationship is strong because it is in the interval of correlation of 0.600 - 0.799. The coefficient of determination of 0.596 shows that the contribution of Emotional Intelligence, Competence and Organizational Culture together to Teacher Performance is 59.6%, the remaining 40.4% is caused by other factors. Such as workload, work environment, leadership and so on.

## 5. Conclusion

The stakeholders are expected to continue to improve programs related to Emotional Intelligence at work, because the influence of Emotional Intelligence has proven to be significant in improving Teacher Performance. In addition, Teacher Competence has been running so far, because of the results of research both partially and jointly able to improve teacher performance. In connection with organizational culture, it is necessary to continue to strive to improve good organizational culture, because organizational culture either partially or jointly can improve teacher performance.

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