

The Influence of Emotional Intelligence and Perception Organizational Climate on Teacher Performance

Nurul Furqon

Faculty of Economics and Business, University 17 August 1945 Semarang

Frans Sudirja

Faculty of Economics and Business, University 17 August 1945 Semarang

Korespondensi Penulis: Nuroyya@yahoo.co.id

Abstract. *This research aims to get empirical answers about (1) emotional intelligence on performance, (2) perceptions of organizational climate on performance, (3) emotional intelligence and perceptions of organizational climate on performance. This research was conducted at the SMK Negeri 2 Demak school with 50 teachers as respondents. This research method is a survey with a regression approach. Based on data processing and research results, it was found: (1) There is an influence of emotional intelligence on teacher performance. (2) There is an influence of organizational climate perceptions on teacher performance. (3) There is a joint influence of emotional intelligence and perceptions of organizational climate on teacher performance. These two variables have a positive and significant influence on improving teacher performance.*

Keywords: *Emotional Intellectual, Perceived Organizational Climate, and Teacher Performance.*

INTRODUCTION

In the future, teachers will not be the only people who are smarter among their students. If teachers do not understand the mechanisms and patterns of disseminating information so quickly, teachers will decline professionally. If this happens, teachers will lose trust, both from students, parents and the community. To face these professional challenges, teachers need to think anticipatory and proactive. This means that teachers must update their knowledge and knowledge continuously.

In addition, future teachers must understand research to support the effectiveness of the learning they will implement, so that with the support of research results, teachers are not trapped in learning practices that they assume are effective, but in reality actually kill the creativity of their students. Likewise, with the support of the latest research results, teachers are enabled to carry out learning which varies from year to year, adapted to the context of ongoing scientific and technological developments.

Teachers are educators who have a role as a determining factor in the success of educational goals. Teachers directly deal with students to provide guidance that will produce the expected graduates. Teachers are human resources who are planners, actors and determinants of achieving the organizational goals of educational institutions. The role of teachers in transforming educational input is so important that many experts state that in schools there will be no change or improvement in quality without change and improvement

in the quality of teachers. Many factors influence teacher teaching performance, including: teacher competency, work motivation, work ability, and teacher social status. Of the several performance factors, the most interesting to research are emotional intelligence and perceptions of the organizational cultural climate.

Teacher performance is important and can be said to be an effort to optimize the realization of teachers' abilities and responsibilities in carrying out their duties. Teacher performance through the implementation of their duties as educators, teachers and trainers of their students is expected to make a significant contribution to the achievement of educational goals that have been set because teachers are the backbone of educational activities, especially those related to teaching and learning process activities. Without the role of the teacher, the teaching and learning process will be disrupted or even fail. Therefore, the role of teachers in efforts to achieve educational success is always improved, and teacher performance or work performance needs to be improved considering the challenges of the world of education to produce quality human resources that are able to compete in the global era. Teacher performance can be measured through the competencies possessed by the teacher. Competency is a set of knowledge, skills and behavior that must be possessed, internalized and mastered by teachers or lecturers in carrying out professional duties. Teacher competencies as referred to in article 8 include pedagogical, personality, social and professional competencies obtained through professional education. (UU. RI. No. 14 of 2005 concerning Teachers and Lecturers).

We as teachers or educators adhere to the cognitive scientific view that the mind is about storing and processing information into facts. We will have difficulty understanding the notion that we have other thoughts that feel and are more powerful than IQ to make us effective or not as an educator. In this case, educators carry out educational tasks professionally.

Perception is essentially an activity of sensing, integrating and providing judgment on physical objects and social objects, and this sensing depends on the physical stimulus and social stimulus in the environment. In the perception process, individuals are required to provide an assessment of an object that is positive or negative, whether they are happy or not, or so on.

The school organizational climate referred to in this research is the level of communication needs between people involved in work. The level of formation is one of the categories of organizational climate developed by Hoy and Miskel, (2001: 190) which they call Open Climate.

Based on this definition, it can be concluded that the school organizational climate is a number of people's perceptions of the environment in which they work. Furthermore, this perception influences their behavior at work. Thus, school organizational climate can be

defined as the atmosphere of the school environment, both the physical environment and the social environment. Work can be felt by people involved in the learning process, directly or indirectly, created by the cultural conditions of the school organization.

Assessment of the school organizational climate will be carried out through teachers' perceptions of what they see, feel and think in their work environment. The indicators used to measure the school organizational climate are the physical conditions of work and the social conditions of work, which include the level of well-being and respect, facilities and infrastructure, control, leadership climate, communication and interaction, formulation of goals, and decision making.

LITERATURE RIVIEW

Emotional intelligence is related to performance because performance can be interpreted as a character that produces productivity and performance from habits in doing things related to one's obligations. In connection with this description, by using our feelings and emotions effectively and positively in various ways, we can build good relationships at work to improve performance so that goals can be achieved.

Perception of school organizational climate is a number of people's perceptions of the environment in which they work. Furthermore, this perception influences their behavior at work. Teacher performance is the result of work that can be achieved by someone, thus, teacher performance assessment is important and can be said to be an effort to optimize the realization of teachers' abilities and responsibilities in carrying out their duties. In connection with this description, perceptions of organizational climate can influence teacher performance.

Perception is essentially the activity of sensing, integrating, and providing judgment on physical objects and social objects, and this sensing depends on the physical stimulus and social stimulation in the environment.

By using our feelings and emotions effectively and positively in various ways, we can build good relationships at work to improve performance so that goals can be achieved. Teacher performance is the result of work that can be achieved by someone, thus, teacher performance assessment is important and can be said to be an effort to optimize the realization of teachers' abilities and responsibilities in carrying out their duties.

Based on the description above, the following describes the formulation of the hypothesis in this research, namely:

1. There is an influence of emotional intelligence on teacher performance
2. There is an influence of perceptions of organizational climate on teacher performance

3. There is an influence of emotional intelligence and perceptions of organizational climate on teacher performance

RESEARCH METHOD(S)

The research method used is a survey method with a multiple regression approach. Influence between independent and dependent variables.

The population in this study were all high school social studies teachers in East Jakarta, while the sample for this study was 50 high school social studies teachers in East Jakarta who were determined using a simple random sampling technique. Simple random sampling, namely a sample drawn randomly by lottery. This method gives numbers to all members of the population, then numbers are randomly selected according to the number of samples required, by returning samples without replacement meaning the probability value is not constant (Umar, 83: 2009).

The data collection technique in this research uses a questionnaire, in the form of a direct and closed questionnaire. The questionnaire responders were high school social studies teachers in East Jakarta.

FINDINGS AND DUSCUSSION

The results of the analysis show that there is a positive and very significant influence of emotional intelligence (X1) on teacher performance (Y). This positive influence means that good emotional intelligence will be followed by increased teacher performance. This is in line with Goleman's (2000) statement about why many people with high IQ experience failure, while many others with mediocre IQ can develop rapidly. Many factors can influence a person's success and failure in facing problems.

Intelligence is not accompanied by good emotional management, so intelligence will not result in success in a person's life, especially in achieving success for an employee at work. We are shocked by emotional intelligence which turns out to be so far ahead of brain intelligence. Emotional intelligence makes our emotions intelligent, the main key is honesty with our inner voice. Goleman (Mangkunegara, 2005:93) concluded that performance achievement is determined by only 20 percent of IQ, while the other 80 percent is determined by emotional intelligence.

If intelligence is not accompanied by good emotional processing, it will not produce success in a person's life. This is in line with research conducted by Alwani (2007) which states

that emotional intelligence has an important role in improving performance. This is in line with Goleman's theory, which states that someone who has good self-control or self-awareness will know their own abilities, strengths and limits, thereby giving rise to a feeling of confidence in themselves to do something according to their own abilities, manage their emotions. in every activity or carrying out his responsibilities, even under pressure.

From the results of this analysis, it was found that in carrying out their duties, namely producing competent graduates, a teacher should have high emotional intelligence so that he can use his feelings optimally to control himself and the surrounding environment. A teacher who has a high level of emotional intelligence will also have high performance, or vice versa.

Hypothesis testing concludes that there is a positive and very significant influence between perceptions of organizational climate (X2) on teacher performance (Y). This is in line with the results of research by Cohen (2009: 15) explaining that over the last three decades there has been a growth in research that extraordinary that proves the importance of school climate. Research shows that a positive school climate has a direct impact on school success, such as lower student dropout, reduced levels of violence, and increased student achievement. According to Freiberg (in Marshall (2002: 1), school climate can be a positive influence on the health of the learning environment or a significant obstacle to learning. Referring to various research results, Marshall (2002: 2) provides several conclusions regarding the importance of school climate for various parties , as follows:"(1) School climate can influence many people in the school. For example, a positive school climate has been linked to problematic student emotions and behavior; (2) School climate in high-risk urban areas indicates that a positive, supportive environment , and cultural awareness of school climate can significantly shape the success of urban students in obtaining academic degrees. Researchers also found that a positive school climate provides protection for children with a supportive learning environment and prevents antisocial behavior; (3) Positive interpersonal relationships and learning opportunities that is optimal for students in all demographic environments can increase achievement and reduce behavior maladaptive; (4) A positive school climate is related to increased job satisfaction for school personnel; (5) School climate can play an important role in providing a healthy and positive school atmosphere; (6) The interaction of various schools and classroom climate factors can provide support that enables all members of the school community to teach and learn optimally; and (7) School climate, including “trust, respect, mutual understanding of obligations, and concern for the well-being of others, has a strong influence on educators and students, relationships between students, and overall academic achievement and school

progress. A positive school climate is a rich environment for personal growth and academic success.”

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of the research and discussion, as described above, the following conclusions can be drawn:

First, there is the influence of emotional intelligence on teacher performance. This indicates that the better the emotional intelligence that is formed in the teacher, the higher the performance the teacher will achieve.

Second, there is an influence of organizational climate perceptions on teacher performance. This indicates that the better the organizational climate that is created, the better the teacher's performance will be.

Third, there is the influence of emotional intelligence and perceptions of organizational climate on teacher performance. So the results of the multiple regression analysis obtained from this equation are $Y = 21.448 + 0.274X_1 + 0.098X_2$, which means that the level of influence of emotional intelligence and perceptions of organizational climate will increase teacher performance. This can be strengthened from the calculated F value (28.622) or sig value. ($0.000 < 0.005$).

Suggestion

Based on the conclusions and implications of the research results presented previously, several suggestions are proposed as follows:

First, teachers should always strive to ensure that their internal emotional intelligence to carry out their duties always increases, at least it remains consistent and there is no degradation of emotional intelligence, so that performance continues to increase, which ultimately leads to improving the quality of schools.

Second, perceptions of organizational climate can be implemented by teachers and school residents through efforts to be open, democratic in the organization, and mutual respect among school residents. The principal can give rewards or punishments to students teacher in a wise way. For this reason, the principal is expected to always establish good communication with teachers by paying attention to the teacher's wishes. To be able to create a better organizational climate for teachers at SMK Negeri 2 Demak, the authorities, in this case the school leaders/principals, should be able to create an organizational climate. and more conducive

environmental conditions in each school he leads. Things that can be considered related to the teacher organizational climate include the following; (a) creating positive competition for teachers to improve school progress; (b) creating a work situation that encourages teachers to work hard; (c) creating a challenge so that the teacher can complete the work quickly; (d) creating a work situation so that teachers respond quickly when they receive work and immediately do it as well as possible; (e) creating better discipline habits; (f) increasing a warmer family spirit; and (g) giving awards to teachers who have good performance.

REFERENCES

- A. Anwar Prabu Mangkunegara. 2005. *Evaluasi Kinerja SDM*. Bandung: Refika Aditama.
- Alwani, Ahmad. 2007. *Pengaruh Kecerdasan Emosional Terhadap Kinerja Auditor pada Kantor Akuntan Publik di kota Semarang*. Semarang: Universitas Negeri Semarang.
- Goleman, Daniel. 2000. *Emotional Intelligence, Kecerdasan Emosional, Mengapa EQ Lebih Penting Dari Pada IQ*. Jakarta: PT. Gramedia, diterjemahkan oleh T. Hermaya.
- Hoy, Wayne K. & Miskel, Cecil G. 2001. *Education Administration: Theory, Research, and Practice (6th ed., international edition)*. Singapore: Mc Graw-Hill Co.
- Nuraini, Maya. 2007. *Pengaruh Kecerdasan Emosional dan Minat Belajar Mahasiswa Akuntansi Terhadap Tingkat Pemahaman Akuntansi*. Gresik: Beta, edisi (no): hal.
- Umar, Husein. 2009. *Metode Penelitian Untuk Skripsi dan Tesis*. Jakarta: PT. Raja Grafindo.
- *Undang-undang Republik Indonesia Nomor 20 Tahun 2003. Tentang Sistem Pendidikan Nasional*. Jakarta: Diknas.
- *Undang-undang Republik Indonesia Nomor 14 tahun 2005. Tentang Guru dan Dosen*. Jakarta: Departemen Pendidikan Nasional Republik Indonesia.