



The Effect of Emotional Intelligence and Leadership of Principal Towards Teacher Performance of Vocational School With Motivation As Moderating Variable.

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Abstract

The existence and success of an organization in achieving its goals, can not be separated from the human resources factor. The purpose of this study to determine the effect of Emotional Intelligence and Leadership Principal of the Private Vocational Teachers performance with motivation as variable Moderation. This type of research that is explanatory research, data collection techniques were questionnaires and interviews. The sample in this study amounted to 250 respondents technique is proportional random sampling, measurement scale using a Likert scale. Quantitative analysis using validity, reliability test, the coefficient of correlation, simple and multiple regression analysis, the coefficient of determination, significance test (t test and f) and path analysis (path analysis). Based on the research results show that emotional intelligence (X1) and leadership (X2) either simultaneously or partially affect the work motivation (Y1) and the performance of teachers (Y2). Based on the results of the path analysis, the direct effect of emotional intelligence and leadership on teacher performance is greater than the indirect effect through work motivation. Based on these results, it is recommended that schools can improve the performance of teachers including the improvement of work motivation of teachers and the provision of rewards to teachers in the form of flattery directly from employers so that employees are proud of the work that has been done so as to encourage the teachers to work more optimally and improve communication between teachers and leaders.

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INTRODUCTION

Vocational School (SMK) is the spearhead of the earliest to provide supplies to the students the skills expected of graduates who are ready to personally formed working in business and industry to meet the manpower needs competent in their field. The teacher's role becomes one of the important and strategic components through performance. The low of teacher performance will affect the activities of the school that will eventually also affect the success of the study or student achievement. Assessment of performance (performance appraisal) can be seen by comparing the individual's work performance against benchmarks or goals set for the position of the person.

Results of the study were presented by sawiji Hartanto (2011: 34-41), states that discipline, work environment significantly related to employee performance, but leadership is not found moderating discipline on employee performance. Research by Siti Lestari (2012: 161-173), also stated that leadership and discipline affects the teacher's competence and achievement motivation as a moderating variable. Giyarni, et al (2016: 119-132) also said that the style of leadership, motivation and communication on teacher performance. Research conducted by Agus Pramono and Suddin Alwi (2011: 54-64), shows that emotional intelligence and organizational commitment affect the performance of teachers with motivation to work as a moderating variable. Research Iskandar (2012: 26-38), show motivation and work environment positive and significant impact on teacher performance that includes planning, implementation and evaluation of learning. As well as research Taoefik (2016: 122-128) suggests that emotional intelligence teachers act as a mediator to improve teachers' innovative behavior.

The research reveals the factors that is according to the author pretty big role in efforts to improve teacher performance is emotional

intelligence, leadership and motivation. When someone has high emotional intelligence, they can live better and successful as confident and able to control his emotions. Each teacher is also expected to have a high motivation. Motivation is the driving someone to perform an activity in order to get good results, with a high motivation to work is expected will improve performance. In an effort to improve the quality and professional, the teacher must have a high commitment to the work that they are responsible. High commitment, loyalty and a hard work is willing to work as well as play an active role in improving the quality of education in schools. With its capabilities, teachers can improve their competence through education and training to improve student achievement.

Based on the explanation above, the conditions for the performance of teachers of SMK in Semarang Regency faced with various problems. Concretely existing problems can be observed in the teacher work motivation factors, emotional intelligence and leadership principals. As found facts about the state of the four vocational teachers's rank of Private in Semarang regency that many teachers do not become teachers remains the foundation. This is due to lack of motivation and competence to make the classroom action research or scientific papers as the requirements to become a teacher remain the foundation.

In addition there are teachers who come during teaching hours only. As noted by Wardiman Djojonegoro in Hary Susanto (2012) 12 misconduct in teaching and learning in vocational, among other things, (1) the teacher does not create a worksheet or set of lessons, (2) teachers to be in school only during teaching hours. In realizing the teacher's performance is in line with expectations required of a professional school principal. The school principal as part of the school system is in strategic positions for directing and supporting the activities of teachers in students' learning.

Based on the Report of the Education Quality Map Semarang regency, Central Java

Province Based SNP 2016, at the level of vocational schools (SMK) data obtained as follows: a) Standard Competency, weakness graduates lack of factual knowledge, procedural, conceptual, metacognitive. Recommendations facilitating education units lack the training / workshop surgical competency standards. b) Content Standards, weakness (1) lack of dissemination device to stakeholders, (2) less involving stakeholders in the preparation of the SBC. Recommendations facilitation (1) education units are encouraged to disseminate the SBC devices to stakeholders. c) Processing Standards, weakness (1) the teacher has not made independently RPP, (2) Preparation of the RPP did not involve stakeholders in developing the RPP (community, Dudi). Recommendations of facilitation, (1) technical guidance to teachers preparing lesson plans, (2) increase the involvement of stakeholders in developing RPP (community, Dudi). d) Education Assessment Standards, weaknesses documents can not be accessed by the related parties. Recommendation technical guidance is facilitating the preparation of the device / instrument ratings. e) Education Management Standards, the scope of document management weaknesses have not been standardized. RKS preparation training facilitation recommendations based on the results of EDS. weakness documents can not be accessed by the related parties. Recommendation technical guidance is facilitating the preparation of the device / instrument ratings. e) Education Management Standards, the scope of document management weaknesses have not been standardized. RKS preparation training facilitation recommendations based on the results of EDS. weakness documents can not be accessed by the related parties. Recommendation technical guidance is facilitating the preparation of the device / instrument ratings. e) Education Management Standards, the scope of document management weaknesses have not been standardized. RKS

preparation training facilitation recommendations based on the results of EDS.

Based on a number of the above problems of teacher performance is an important factor in improving the quality of students, but the teacher's performance is heavily influenced by various factors, both from within and from outside of the teacher. This study is an attempt to get an idea of how emotional intelligence and leadership influence on the performance of private vocational school teachers Se-Semarang regency with motivation as a moderating variable.

METHOD

This type of research that is explanatory research, data collection techniques were questionnaires and interviews. The sample in this study amounted to 250 respondents technique is proportional random sampling, measurement scale using a Likert scale. Quantitative analysis using validity, reliability test, the coefficient of correlation, simple and multiple regression analysis, the coefficient of determination, significance test (t test and f) and path analysis (path analysis).

RESULTS AND DISCUSSION

Direct Effect of Emotional Intelligence and Leadership on Teacher Motivation

The results of the data analysis, it was concluded that the variables of emotional intelligence and leadership able to explain teacher job motivation variable that is equal to 39.7%, while the rest influenced by other factors besides those two factors. The partial effect of each of these variables are: 1) The direct effect of emotional intelligence variable to variable work motivation can be seen from the standardized coefficient is $X1 \rightarrow Y1 = \rho1 = 0.323$, 2) The direct effect of the variable of school leadership to the work motivation of teachers can be seen from the standardized coefficient is $X2 \rightarrow Y1 = \rho2 = 0.346$. The test results of structural

equation 1, then two independent variables (emotional intelligence and leadership) simultaneously is equal to 39.7% were able to explain the motivation level of teachers' work. 3) Variable emotional intelligence and school leadership and significant positive effect on work motivation of teachers. Furthermore, empirical causal effect between emotional intelligence variable (X1) and school leadership (X2) can be described by an equation of structural sub 1 is or.

$$Y_1 = \rho_{Y_1X_1} + \rho_{Y_1X_2} + \varepsilon_1 Y_1 = 0,323 X_1 + 0,346 X_2 + \varepsilon_1$$

Effect of Emotional Intelligence and Leadership Principal through Motivation on Teacher Performance

The results of the analysis of the above data, it was concluded that the variables of emotional intelligence, leadership and motivation of teachers are able to explain the variable performance that is equal to 73.2%, while the rest influenced by other factors in addition to the three factors. The partial effect of each of these variables are: 1) The direct effect, (1) The direct effect of emotional intelligence variable to variable teacher's performance can be seen on the standardized coefficient is $X_1 \rightarrow Y_2 = \rho_3 = 0.472$, (2) The direct effect of the variable of school leadership on teacher performance can be seen on the standardized coefficient is $X_2 \rightarrow Y_2 = \rho_4 = .350$, 3) The direct effect of work motivation on teacher performance can be seen on the standardized coefficient is $Y \rightarrow Y_2 = \rho_5 = 0.121$.

Simultaneously, the influence of X1, X2 and Y1 to Y2 is equal to 0.732 or 73.2%. The remaining 26.8% influenced by other factors outside the model. Simultaneous Model has been significant. By paying attention to the probability F of 224.265 at 0.000 significance. Once the model has proved significant simultaneous, then do a search path partial effect. Of the three variables as indicators of emotional intelligence variables, school leadership and motivation have a significant positive effect.

Based on the test results of structural equation 2, the three independent variables (emotional intelligence, school leadership and motivation) simultaneously able to explain the performance of teachers in the amount of 73.2%, was described by an equation sub-structure 2, ie

$$Y_2 = \rho_{Y_2X_1} + \rho_{Y_2X_2} + \rho_{Y_2Y_1} + \varepsilon_2 \quad \text{or.}$$

$$Y_2 = 0,472X_1 + 0,350X_2 + 0,121Y_1 + \varepsilon_2$$

Table 1. Summary of Parameter Estimation

Model	coeffi cient	t	p	R2
Substructures 1 (X1, X2 to Y1)				
X1 (ρ YX1)	0.323	4.146	0.000	0,397
X2 (ρ YX2)	0.346	4.447	0.000	
Substructures 2 (X1, X2, Y1 to Y2)				
X1 (ρ YX1)	.472	8.766	0.000	0.732
X2 (ρ YX2)	.350	6.468	0.000	
Y2 (ρ YZ)	0.121	2,855	0.005	

based on *summary* and the coefficient lines 1 and 2, it can be seen the influence of direct, indirect effect and the total effect between variables. 2) The indirect effect, (1) Effect of emotional intelligence variable to variable performance of teachers through work motivation variable obtained by using the formula:

$$X_1 \rightarrow Y_1 \rightarrow Y_2 = (\rho_{Y_1X_1} \times \rho_{Y_1Y_2})$$

$$= 0.323 \times 0.121$$

$$= 0,039$$

A value of 0.039 means that the indirect effect of emotional intelligence variables on teacher performance through motivation variable is equal to 0,039, or 3.9%, (2) Effect of principal leadership variable to variable performance of teachers through work motivation variable obtained by using the formula:

$$X_2 \rightarrow Y_1 \rightarrow Y_2 = (\rho_{Y_1X_2} \times \rho_{Y_1Y_2})$$

$$= 0.346 \times 0.121$$

$$= 0.042$$

A value of 0.042 means that the indirect effect of variables of school leadership on teacher performance through motivation variable is equal to 0,042 or 4.2%. 3) The net effect, (1) The net effect is obtained from the calculation using the formula:

$$\begin{aligned} total\ effect &= \text{Direct effects} + \text{indirect effect} \\ &= \rho\ Y1X1 + (\rho\ Y1X1 \times \rho\ Y1Y2) \\ &= 0.472 + (0.323 \times 0.121) \\ &= 0.511 \end{aligned}$$

(2) The net effect of emotional intelligence on the variable performance of teachers through work motivation variable is equal to 0.511 or 51.1%, (1) The net effect is obtained from the calculation using the formula:

$$\begin{aligned} total\ effect &= \text{Direct effects} + \text{indirect effect} \\ &= \rho\ YX2 + (\rho\ YX2 \times \rho\ YZ) \\ &= 0.350 + (0.346 \times 0.121) \\ &= 0.390 \end{aligned}$$

The net effect of school leadership to teacher performance variable through variable work motivation is by 0.39 or 39.0%.

Table 2. Effect of Total

variables	Direct Impact (PL)	Influence of Indirect (PTL)	Effect of Total
emotional intelligence	.472	0,039	0.511
Leadership	.350	0,042	.390
Total	0.822	0.081	0.901

The following hypothesis test the effect of each variable in this study, namely: 1) The effect of emotional intelligence on work motivation, emotional intelligence variable has a value of t count equal to 4.146 with significance $0.000 < \alpha (0.05)$, so the hypothesis was proven significantly, meaning that there is the influence of emotional intelligence on work motivation. The findings of this study supported

previous research by Ida Nur Hidayat (2011). Emotional Intelligence and Spiritual Intelligence are Influence on Job Satisfaction and Employee Performance (Studies in Education Quality Assurance Agency (LPMP) Nusa Tenggara Barat). This suggests that emotional intelligence has a significant effect on job satisfaction. The other study was from Ahmad Fauzi (2011). Influence Leadership, Emotional Intelligence and Job Satisfaction Motivation Teachers Working in high school. This found that emotional intelligence has a positive effect on job satisfaction of teachers. In accordance with the theory put forward by Goleman (2005) revealed that emotional intelligence consists of five main dimensions, namely: recognizing emotions, managing emotions, motivating oneself, 2) The impact of school leadership on work motivation, school leadership variable has a value of t count equal to 4.447 with significance $0.000 < \alpha (0.05)$, so the hypothesis was proven significantly, meaning that there is the influence of school leadership on work motivation. The results of this research was supported by the theory of leadership is an overview of the relationship between the leadership of the led. Leadership implies influencing leaders led but the relationship between the leader and the led is mutually beneficial Locander (2002) and Lok (2001) explains the leadership is a process that affects the activity of the organization in an effort to set and achieve goals. It can be concluded that there are three essential elements that must exist in the leadership are: leader, led, and the interaction between them. Without these three essential elements, then the leadership will never exist. 3) Effect emotional intelligence on teacher performance, emotional intelligence variable has a value of t count equal to 8.766 with significance $0.000 < \alpha (0.05)$, so the hypothesis was proven significantly, meaning that there is influence emotional intelligence on teacher performance. The findings of this study supported previous research by Ida Nur Hidayat (2013), that Emotional Intelligence and Spiritual

Intelligence Influence on Job Satisfaction and Employee Performance (Studies in Education Quality Assurance Agency (LPMP) Nusa Tenggara Barat). This suggests that emotional intelligence has a significant influence on performance. According Sedarmayanti (2011), a performance of the performance means the work of a worker, a management process or an organization as a whole, where the results of such work must be shown proof in concrete and measurable (as compared to a predetermined standard). And according to Goleman (2005) emotional intelligence development, successful people apart from having a high intelligence but also has the emotional stability,

Influence school leadership on teacher performance, variable school leadership has a t value of 6.468 with significance $0.000 < \alpha (0.05)$, so the hypothesis was proven significantly, meaning that there is influence school leadership on teacher performance. The findings of this study supported previous research by Eko Hesti Poerwaningrum (2016), about the Effect of Leadership, Organizational Culture, Organizational Commitment and Job Satisfaction on Performance. Which suggests that a significant and positive effect on employee performance variables. The findings of others Erlin (2012) on the Effect of Motivation, Leadership and Work Culture against Employee satisfaction and Its Impact On Firm Performance. The results of this study show that leadership and significant positive effect on performance. 1) According to Wibowo (2010) performance is about doing the work and results of the work. Mangkunagara (2009), suggests that the results of the quality and quantity of work accomplished by an employee in performing their duties in accordance with the responsibilities given to him. Based on the test results the path that has carried that leadership is a significant effect on the performance of teachers. The reason is strengthened by the theory by Robbins (2006) in his explanation stated that the leader is able to stimulate the subordinate to think creatively and innovatively.

Further research Risambessy, et al (2012) says that leadership is influential in improving employee performance by influencing employee behavior and outlook. With the same light between leaders and subordinates, the leader can control and direct the employee to improve performance, 2) The influence of emotional intelligence on teacher performance through motivation. On the results look the indirect effect of emotional intelligence on teacher performance through motivation as an intervening variable, in this case the magnitude of the indirect effect is 0.511 and the value of the direct effect of 0.472, this means that the value of the indirect effect is greater than the value of the direct influence that the variables of motivation as variable intervening proven. The results support the study of Sri Murgiyati (2011) that emotional intelligence affects the performance of employees. Kulkarni (2009) suggested that emotional intelligence affects the performance of employees. This supports the theory of Robbins (2006: 159) that performance is influenced by several factors: salary, work environment, organizational culture, leadership and motivation (motivation), work discipline, job satisfaction, communication and other factors, 3) the influence of school leadership on teacher performance through motivation. On the results look the indirect effect of emotional intelligence on teacher performance through motivation as an intervening variable, in this case the magnitude of the indirect effect is 0.390 and the value of the direct effect of 0.350, this means that the value of the indirect effect is greater than the value of the direct influence that the variables of motivation as variable intervening proven. The results support the research Laschinger, Finegan and Shamian (2004) menemukan that job satisfaction has positive influence on employee performance. According to Robbins (2006) stated that the performance is as a function and the interaction between capability and innovation. Thus that teacher performance is the level of quality and quantity of work teachers work with

most functions in carrying out his duties as a teacher.

CONCLUSION

Based on the results of research and discussion can be concluded that the influence of emotional intelligence and school leadership to the work motivation is (a) emotional intelligence significantly affect teachers' work motivation. Where the better emotional intelligence the higher teacher motivation felt in working in the private vocational school in the District of Semarang (b) Leadership principals significantly affect teachers' work motivation. Where the better school leadership, the higher the motivation felt in working in the private vocational school in the District of Semarang (c) emotional intelligence and leadership principals on work motivation of teachers. Where the better emotional intelligence and leadership of the head teacher of the school, the higher the motivation felt in working in the private vocational school in Semarang regency. While the influence of emotional intelligence, leadership and motivation principals on teacher performance is (a) emotional intelligence significantly affect the performance of teachers. Where the better the emotional intelligence of teachers, the higher the performance of teachers who felt the work in the private vocational school in the District of Semarang (b) Leadership principals significantly affect the performance of teachers. Where the is a better school leadership, the higher the performance felt in working in the private vocational school in the District of Semarang (c) work motivation significantly affect the performance of teachers. Where the better job motivation of teachers, the higher the performance of teachers in private vocational school in the District of Semarang is (d) Emotional intelligence, school leadership and motivation significantly affect the performance of teachers. This suggests that emotional intelligence, influence school leadership directly and indirectly through the

work motivation on the performance of private vocational school teachers in the district of Semarang.

SUGGESTION

As for suggestions that can be given with respect to the results of research is kepala school needs to establish open communication with teachers, each expressed the desire to achieve a common goal, because of effective leadership can be achieved through the development of credible and acceptable attitudes in the workplace. For teachers, is expected to create organizational commitment and able to give good example to their students, as well as maintaining good relations between colleagues in an educational institution. Optimize and improve emotional intelligence in conjunction with the ability to identify, motivate and manage emotions in oneself. Teachers try to improve its performance as a vehicle for teachers' professional development, therefore it is expected that teachers have emotional intelligence, leadership and motivation of high school.

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