



Determinants on Performance of Junior High School Teachers with Work Motivation as Mediation

Lina Fauzul Muna [✉], Rusdarti, Amin Yusuf

Universitas Negeri Semarang, Indonesia

Article Info

History Article:
Received 10th January
2020
Accepted 02nd June
2020
Published 23rd
December 2020

Keywords:
Teacher Performance,
Principal Leadership,
Teacher Commitment,
Teacher Emotional
Intelligence, Work
Motivation

Abstract

This study aims to test and analyze teacher performance with various factors that influence it. Teacher performance is related to the success of teachers in carrying out their duties and obligations. This research method using quantitative methods. The population in this study were all 911 state junior high school teachers in Kudus Regency. The number of samples is 186 teachers. The data was collected through a questionnaire. The data analysis method in this study used path analysis and the Sobel test to assess the mediating variables. The results showed that the variables of principal leadership, teacher commitment, and teacher emotional intelligence affected work motivation. Work motivation variables also have a positive effect on teacher performance. The work motivation variable was also proven to mediate principal leadership, teacher commitment, and teacher emotional intelligence on teacher performance. Thus, to improve teacher performance, school management needs to increase teacher work motivation by increasing school principals' leadership role, teacher commitment, and teacher emotional management.

[✉]Correspondence:
Kampus Pascasarjana Jl. Kelud Utara 3 Sampangan Semarang
Email: linamuna25@gmail.com

p-ISSN 2252-7001
e-ISSN 2502-454X

INTRODUCTION

Teachers have an essential role in schools so that teachers can be likened to the school's heart. That is because teachers when carrying out their tasks, interact more with students. Besides that, the teacher also has the responsibility for educating, teach, guide, direct, assess, and evaluate students (Law No. 14 of 2005). The vital role of the teacher in determining the quality of students must be accompanied by high performance.

According to Barnawi and Arifin (2012), teacher performance is teachers' success in carrying out their duties and obligations following work standards. Besides carrying out their duties in educating and teaching, the teacher also has obligations imposed on him. Each teacher has a different performance. Several factors cause the difference.

Leadership in school institutions can be interpreted as principals' ability to influence and mobilize all school members to achieve common goals. Principals in moving teachers have their respective styles. Besides, the principal must also have leadership skills. They are concept skills, human relations skills, and technical skills (Pidarta, 2011). These three skills are undoubtedly sustainable.

Ismail (2017) states that principal school leadership influences teacher performance both directly and indirectly through teacher compensation and teacher work motivation. These findings are not in line with Baskoro et al. (2019), which shows that statistically, leadership does not affect performance.

The teacher's commitment to carrying out their duties is also an essential factor. According to Glickman, a person is considered to be committed if he is willing to sacrifice his energy and time relatively and more than what has been determined, especially in increasing his work (Muslim, 2013). A teacher's commitment can be interpreted as a binding choice between him and the tasks he is carrying out as a teacher to foster a sense of responsibility for his task. Meyer and Allen (1991) define commitment into three themes: affective commitment,

continuance commitment, and normative commitment.

The commitment of every teacher is undoubtedly different. Research conducted by Purwoko (2018) states that commitment has a positive and significant effect on teacher performance. However, the study results are not in line with research conducted by Irawan et al. (2018), which states that organizational commitment does not affect teacher performance.

Related to the teacher's task, who interacts a lot with students, it makes teachers' ability to manage emotions, or emotional intelligence becomes important. Goleman said that emotional intelligence could recognize our feelings and things to others, motivate ourselves, and manage emotions well in ourselves and relationships with others (Nggermanto, 2002). Based on the research results conducted by Mangkunegara and Puspitasari (2015), emotional intelligence has a positive and significant effect on high school teachers' performance in Tangerang City. However, the study results are not in line with the results of Budiantoro et al. (2019), which states that emotional intelligence is not significant to the performance of teachers in MAN 1 Malang.

Teachers in carrying out their duties also occur because of the motivation to educate. Mulyasa (2009) argues that teachers who have high motivation will carry out the work seriously and have the interest, attention, and desire to carry out tasks or activities. The motivation that appears will encourage teachers, so that teacher performance is also getting better. Research conducted by Ardiana (2017) states that work motivation affects teacher performance. The study results are in line with the results of research by Habibi et al. (2017), which states that work motivation affects teacher performance.

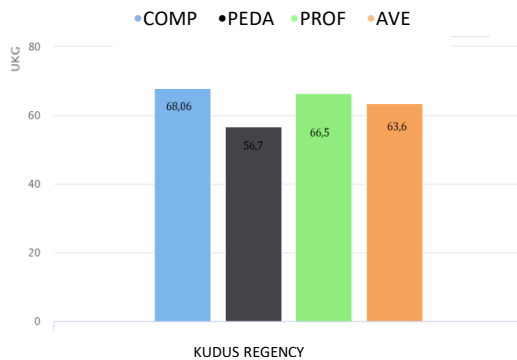


Figure 1. UKG (Teacher Competency Test) Kudus Regency in 2019

Based on the data in Figure 1, it can be explained that the results of the competency test for junior high school teachers in Kudus get a score of 68.06. While pedagogical competence gets 56.7 and professional competence gets 66.5. The pedagogical competence is still below average because referring to the average value of 63.6. Pedagogical competence includes aspects of teachers' ability to manage student learning, including student understanding, design and implementation of learning, evaluation of learning outcomes, and student development. The data results are in line with the preliminary observations, which state that there are still teachers who have not yet made a Learning Implementation Plan (RPP).

The teacher uses lesson plans from fellow subject teachers without adjusting the learning that must be done. Based on the explanation above, the researcher is compelled to research the influence of principal leadership, commitment, and emotional intelligence on teacher performance through work motivation in middle school teachers in Kudus Regency.

The research aims are (1) to examine and analyze the influence of principal school leadership, teacher commitment, and emotional intelligence on the work motivation of teachers of state junior high schools in Kudus Regency; (2) to reviewing and analyzing the influence of principal school leadership, teacher commitment and emotional intelligence of teachers on teacher performance through work motivation on State Junior High School

teachers in Kudus Regency; (3) to study and analyze the influence of work motivation on the performance of teachers of state junior high schools in Kudus Regency.

METHOD

This research is a quantitative study with descriptive research methods to collect data and test hypotheses to answer current conditions. Besides, this study uses a path analysis model because, in this study, motivation is used as an intervening variable for school principals' leadership variables, teacher commitment, and teacher emotional intelligence on teacher performance.

The population is all 911 state junior high school teachers in Kudus Regency. The proportional Cluster Random Sampling technique is used to determine the number of samples taken. The application of this technique is carried out in two stages. The first stage is to determine the sample schools in nine sub-districts in Kudus Regency. Sampling in each sub-district was carried out by taking 50% of the total number of schools in the sub-district and obtained 11 schools with 412 teachers. The next step is to calculate the proportion of teachers taken from each of these schools and get 186 teachers.

Data was collected through a questionnaire consisting of five measured variables: (1) teacher performance with four indicators, namely planning, implementing, evaluating, and evaluating learning and developing professional development; (2) the principal's leadership with three indicators, namely concept skills, human relations skills, and technical skills; (3) teacher commitment with three indicators namely affective, ongoing and normative commitment; (4) the teacher's emotional intelligence with five indicators, namely recognizing one's emotions, managing emotions, motivating oneself, recognizing others' emotions and building relationships; (5) work motivation with four indicators namely responsibility, achievement, self-development, and independence. The questionnaire was tested

first on the non-sample population respondents of 30 teachers who tested their validity and reliability. The validity test results showed 1 item invalid statement from 65 items of statements, and the results of the calculation of reliability showed the value of r count > 0.70 .

The data analysis technique used is multiple regression. This study describes data processing results from the descriptive analysis of research variables, the classic assumption test, and the hypothesis test. The classic assumption test consists of a normality test, a multicollinearity test, a heteroscedasticity test, and a linearity test. Hypothesis testing and intervening tests are performed by path analysis and multiple tests. The SPSS program carries out data processing.

RESULTS AND DISCUSSION

Determination Coefficient Test (R²)

The coefficient of determination is used to measure how far the model can explain the dependent variable's variation. Based on Table 1, it appears that Model I has an Adjusted R Square of 0.574 or 57.4%. These results indicate that school leadership, teacher commitment, and teachers' emotional intelligence on the work motivation of 0.574 or 57.4% and the rest of $100\% - 57.4\% = 42.6\%$ are determined by other factors outside the model. Furthermore, model II has an Adjusted R Square of 0.596 or 59.6%. These results indicate an influence of school leadership, teacher commitment, teachers' emotional intelligence, and work motivation together on teacher performance by 0.596 or 59.6%, and the rest of $100\% - 59.6\% = 40.4\%$ is determined by factors others outside the model.

Table 1. Results Adjusted R Square

Model	R	R	Adjusted Std.
-------	---	---	---------------

		Square	R	Error of	
		Square		the	
				Estimate	
I	(Work	.762	.581	.574	3.013
	Motivation)				
II	(Teacher	.778	.605	.569	3.993
	Performance)				

F test

The F test is used to test whether all independent variables in the model together can influence the dependent variable. Based on Table 2, the results of the model I F test show that the significance value is $0,000 < 0.05$, which means that there is an influence of school leadership, teacher commitment, and emotional intelligence of teachers together on the work motivation of teachers of SMP Negeri in Kudus so that the model is fit to be used. Furthermore, the results of the Model II F test show that the significance value is $0,000 < 0.05$, which means that there is an influence of the principal's leadership, teacher commitment, teacher emotional intelligence, and work motivation together on the performance of teachers of state junior high schools in Kudus Regency so that the model is fit to be used.

Table 2. Results Test F

Model	F	Sig.	Information	
I	(Work	84.034	.000	significant
	Motivation)		< 0.05	
II	(Teacher	69.331	.000	significant
	Performance)		< 0.05	

The Relationship between Principal Leadership and Work Motivation

The influence between the school principal's leadership and the work motivation has a t-count of 2.999 (Table 3) greater than the t table of 1.97316. Based on this statement, the school's leadership influences teachers' work motivation of state junior high schools in Kudus Regency. Besides, the significant value of the principal's leadership is 0.003 (Table 3), and its value is smaller than alpha ($\alpha = 0.05$) so that it can be interpreted that the principal's leadership has a significant influence on the work

motivation of State Junior High School teachers in Kudus Regency.

In that study, the t-count was positive. That means that the school's leadership has a positive influence on teachers' work motivation of state junior high schools in Kudus Regency. The school leadership variable has an influence to work motivation of 3.24%. The conclusion is that the school principal's leadership positively influences State Junior High School teachers' work motivation in Kudus Regency.

The study results are in line with Fahik et al. (2016), which states that the principal's leadership can influence work motivation. Based on the study results above, the leadership of a good principal will create comfort for various parties, including teachers, so that it stimulates work motivation. In carrying out their leadership, principals include paying attention to teachers' relationships, such as providing guidance and direction and creating two-way communication with teachers.

Table 3. Dependent t-Test Results for Work Motivation Variables

Variable	Unstandardize		Standardize	t-	Sig.
	B	Std. Error			
			Coefficients	t	
(Constant)	4.383	2.300		1.906	.058
Principal's leadership	.196	.065	.180	2.999	.003
Teacher commitment	.323	.081	.250	3.974	.000
Teacher Emotional Intelligence	.387	.049	.471	7.913	.000

a. Dependent Variable: Work motivation

The Relationship between the Commitment of the Teacher and the Work Motivation

The influence between the teacher's commitment and the work motivation has a t-count of 3.974 (table 3) greater than the t table of 1.97316. Based on this statement, the teacher's commitment influences the teachers' work motivation of the State Junior High School in Kudus Regency. Besides, the significant value of teacher commitment is 0.000 (Table3), and the value is smaller than alpha ($\alpha = 0.05$), so it can be interpreted that teacher commitment has a significant influence on teachers' work motivation State Junior High School in Kudus Regency.

In that study, the t-count was positive. That means that the teacher's commitment positively influences State Junior High School teachers' work motivation in the Kudus district. The teacher commitment variable influences the work motivation of 6.25%. The conclusion is that teacher commitment positively influences State Junior High School teachers' work motivation in Kudus Regency.

This study's results are in line with Pramudjono's (2015) study, which states that teacher work motivation affects teacher commitment. Based on some of these studies' results, it can also be said that the higher the teacher's commitment, the more work motivation will increase. Based on the study results above, when a teacher is committed, then when there are difficulties or problems, there will always appear encouragement or motivation in the teacher to solve these problems.

The Relationship between the Emotional Intelligence of the Teacher and the Work Motivation

The influence between the teacher's emotional intelligence and the work motivation has at the count of 7.913 (Table 3) greater than the t table that is 1.97316. Based on these statements, it can be seen that teachers' emotional intelligence influences the work motivation of state junior high school teachers in Kudus Regency. Besides, the significant value of the teacher's emotional intelligence is 0.000 (Table 3), and its value is smaller than alpha (α

= 0.05) so that it can be interpreted that the emotional intelligence of the teacher has a significant influence on the work motivation of State Junior High School teachers in Kudus Regency.

In that study, the t-count was positive. It means that emotional intelligence positively influences state junior high school teacher's work motivation in Kudus Regency. The variable emotional intelligence of the teacher gave an influence on the work motivation of 22.1%. The conclusion is that teachers' emotional intelligence positively influences the work motivation of teachers of State Junior High School in Kudus Regency.

This study's results are in line with the research results conducted by Setyowati et al. (2019), which states that emotional intelligence and leadership both simultaneously or partially affect work motivation and teacher performance. Based on the research results above, teachers' emotional intelligence has a positive effect on work motivation. The ability to motivate yourself becomes one of the essential things for teachers. When teachers have high motivation, it is unlikely that motivation will impact the surrounding environment.

The Relationship between the Principal's Leadership and Teacher Performance

The influence of the principal's leadership and teacher performance has a t-count of 3.474 (Table 4), which is greater than the t table of 1.97316. Based on this statement, the school's leadership influences teachers of state junior high schools in Kudus Regency. Besides, the significant value of the principal's leadership is 0.001 (table 4), and its value is smaller than alpha ($\alpha = 0.05$) so that it can be interpreted that the principal's leadership has a significant effect on the performance of State Junior High School teachers in Kudus Regency.

In that study, the t-count was positive. That means that the school principal's leadership positively influences teachers of state junior high schools in the Kudus district. The school leadership variable influences teacher

performance by 4.33%. The conclusion is that the school principal's leadership positively affects state Junior High School teachers' performance in Kudus Regency.

This study's results are in line with Ujiarto et al. (2017), which states that principals' ability to lead their schools by optimally empowering resources can show a positive influence on work motivation to produce good teachers' professionalism. Based on the research results above, the principal who can carry out careful planning, create innovative ideas for school progress, establish good communication with the teacher, and guide the teacher technically well will provide a sense of comfort.

The Relationship of the Commitment of Teacher and Teacher Performance

The influence of the commitment of teacher and teacher performance has a t-count of 2.829 (table 4) greater than t that is 1,97316. Based on this statement, it can be seen that teachers' commitment influences the performance of teachers of State Junior High Schools in Kudus Regency. Besides, the significant value of teacher commitment is 0.005 (Table 4), and the value is smaller than alpha ($\alpha = 0.05$) so that it can be interpreted that teacher commitment has a significant influence on the performance of State Junior High School teachers in Kudus Regency.

Table 4. T-Test Results Dependent Teacher Performance Variables Coefficients

Variable	Unstandardize		Standardize	t-	Sig.
	d Coefficients	d			
	B	Std. Error	Beta	Coefficientst	
(Constant)	13.193	3.077		4.28	.007 0
Principal's leadership	.309	.089	.208	3.47	.004 1
Teacher commitment	.318	.112	.180	2.82	.009 5

Teacher emotional intelligence	.177	.075	.159	2.35	.01
Work motivation	.516	.098	.379	5.25	.00

a. Dependent Variable: Teacher performance

In that study, the t-count was positive. That means that the teacher's commitment positively influences teachers of state junior high schools in the Kudus district. Teacher commitment was influences teacher performance by 3.24%. The conclusion is that teacher commitment positively influences State Junior High School teachers of Kudus Regency.

The study results are in line with Rozi et al. (2016), who stated that teacher commitment significantly could influence teacher performance. The research results above show that teachers who have high commitment because they feel an attachment to school institutions create a feeling of comfort and motivation for teachers.

The Relationship of the Emotional Intelligence of the Teacher and Teacher Performance

The influence of the teacher and teacher performance's emotional intelligence has a t-count of 2.358 (Table 4) greater than the t table of 1.97316. Based on these statements, it can be said that teachers' emotional intelligence influences the performance of teachers of state junior high schools in Kudus Regency. Besides, the significant value of the emotional intelligence of the teacher is 0.019 (Table 4), and the value is smaller than alpha ($\alpha = 0.05$) so that it can be interpreted that the emotional intelligence of the teacher has a significant effect on the performance of teachers of State Junior High Schools in Kudus Regency.

In that study, the t-count was positive. It means that the teacher's emotional intelligence has a positive influence on the performance of the State Junior High School teachers in the Kudus district. The variable of emotional intelligence of teachers influences teacher performance of 2.53%. The conclusion is that

teachers' emotional intelligence has a positive influence on State Junior High School teachers' performance in Kudus Regency.

This study's results align with Khaatoon et al. (2018) studies that state that teacher professional development depends on emotional intelligence. If teachers are emotionally intelligent, then they will develop more professionally so that their performance also increases. Based on the research results above, teachers who have emotional intelligence mean being able to understand and manage their feelings to motivate themselves and foster good relations with others.

The Relationship of Work Motivation and Teacher Performance

The influence of work motivation and teacher performance has a t-count of 5.253 (Table 4) greater than t, which is 1.97316. Based on this statement, it can be seen that work motivation affects the performance of State Junior High School teachers in Kudus Regency. Besides, the significant value of work motivation is 0.000 (table 4) and the value is smaller than alpha ($\alpha = 0.05$) so it can be interpreted that work motivation has a significant effect on the performance of state junior high school teachers in Kudus Regency.

In that study, t-count was positive. It means that work motivation positively influences State Junior High School teachers' performance in the Kudus district. Variable work motivation was influences teacher performance by 14.36%. The conclusion is that work motivation positively influences State Junior High School teachers' performance in Kudus Regency.

This study's results are in line with the research of Habibi et al. (2017), which states that work motivation affects teacher performance. Besides work motivation, it can mediate compensation, academic supervision, and pedagogical competence on teacher performance. Based on the results of the study above shows that the motivation of teachers in carrying out their duties is created because of the teacher's sense of responsibility in teaching

as well as possible, a sense of enthusiasm to achieve work performance, high curiosity so that they want to learn and seek information and the ability to work independently without feeling the heavy burden.

Path Analysis

Path analysis is used to calculate direct and indirect effects between variables. The analysis results are obtained through multiple linear analyses between the principals' leadership variables, teacher commitment, and teacher emotional intelligence on teacher performance through intervening variables of work motivation described in the path analysis in Figure 2.

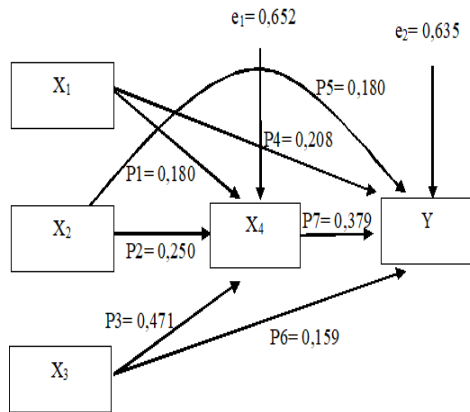


Figure 2. Results of the Research Path Analysis Model

The results of the residual values in the path I regression analysis and path II are obtained from the calculation results $e_1 = \sqrt{1 - 0,574} = 0,652$ dan $e_2 = \sqrt{1 - 0,596} = 0.635$. Based on these results, then to calculate X4 and Y can use the following equation:

$$X4 = 0.180X1 + 0.250X2 + 0.471X3 + 0.652 \text{ (Path I)}$$

$$Y = 0.208X1 + 0.180X2 + 0.159X3 + 0.379X4 + 0.635 \text{ (Path II)}$$

Next, determine the direct and indirect effects between the independent variables on the dependent variable through intervening variables.

Results of Path Analysis of Principal Leadership Variables

The SPSS output results provide values *standardized beta*. Principal's leadership in the regression equation 1 of 0.180 and a significance of 0.003 means that the principal's leadership influences work motivation. The value of 0.180 is the path value of P1. In regression equation 2, the score of *standardized beta* headmaster's leadership is 0.208 and work motivation is 0.379, and both are significant on teacher performance. The value of 0.208 is the path value of P4, and the value of 0.379 is the value of P7. Therefore, the magnitude of direct and indirect effects can be measured as follows:

Direct influence (P4) (0.208) (0.208)
= 0.04326

Indirect effect (P1 x P7) = 0.180 x 0.379
= 0.06822

The total influence of X1 to Y
= **0.11148 or 11.15%**

Results of Path Analysis Variables of Teacher Commitment

The SPSS output results provide values *standardized beta* teacher commitment in the regression equation 1 of 0.250 and a significance of 0,000, which means that teacher commitment affects work motivation. The value of 0.250 is the path value of P2. In regression equation 2, the score of *standardized beta* teacher commitment by 0.180 and work motivation by 0.379, both are significant on teacher performance. The value of 0.180 is the path value of P5, and the value of 0.379 is the value of P7. Therefore, the magnitude of direct and indirect effects can be measured as follows:

Direct influence (P5) (0.180) (0.180)
= .0324

Indirect effect (P2 x P7) = 0,250 x 0.379
= 0.09475

The total influence of X2 to Y
= **0.12715 or 12.72%**

The Results of Path Analysis of Teacher Emotional Intelligence Variables

The SPSS output results provide values *standardized beta* Teacher emotional intelligence

in the regression equation 1 of 0.471 and a significance of 0.000, which means teachers' emotional intelligence influences work motivation. The value of 0.471 is the path value of P3. In regression equation 2, the score of *standardized beta* Teacher emotional intelligence by 0.159 and work motivation by 0.379 and both are significant on teacher performance. The value of 0.159 is the path value of P6 and the value of 0.379 is the value of P7. Therefore, the magnitude of direct and indirect effects can be measured as follows:

$$\begin{aligned} \text{Direct influence (P6)} & \quad (0.159) (0.159) \\ & = 0.025281 \\ \text{Indirect effect (P3 x P7)} & = 0.471 \times 0.379 \\ & = 0.178509 \\ \text{Total influence of X3 to Y} & \\ & = \mathbf{0.20379 \text{ or } 20.38\%} \end{aligned}$$

Sobel Test (*Sobel Test*)

Sobel test used to ensure the effect of intervening variables in mediating between independent variables with the dependent variable. Testing in this study uses an assistant online calculator that can be accessed at <https://danielsooper.com/> by entering its numbers. The results in summary Sobel test results could be seen in Table 5.

Table 5. Sobel Test Results

Information	Score <i>Sobel Test</i>	Probability Value
Principal's leadership towards teacher performance through work motivation	2.412	0.015
Teacher commitment to teacher performance through work motivation	3.587	0.000
Teacher emotional intelligence on teacher performance through work motivation	5.253	0.000

Based on these results, the principal's leadership on teacher performance with work motivation as an intervening variable gets the value of t arithmetic of 2.412 is greater than t table with a significance level of 0.05 that is equal to 1.96. T value calculated the influence of

teacher commitment to teacher performance through work motivation also get 3.578 greater than t table with a significance level of 0.05 that is equal to 1.96 and the influence of the emotional intelligence of teachers on teacher performance through work motivation to get the t value amounted to 5.253 greater than t table with a significance level of 0.05 that is equal to 1.96.

From these results, it can be concluded that work motivation is influential in mediating the relationship between principal school leadership, teacher commitment, and teacher emotional intelligence on teacher performance. If the principal's leadership, teacher commitment, emotional intelligence, and motivation to teach together are increased, then the teacher performance variable will also increase.

CONCLUSION

Based on the results of data analysis and the discussion that has been described, it can be concluded that the variables of principal leadership, teacher commitment, and teacher emotional intelligence affect work motivation. The work motivation variable also has a positive effect on teacher performance and is proven to mediate principal leadership, teacher commitment, and teacher emotional intelligence on performance. Thus, to improve teacher performance, school management needs to increase teacher work motivation. Teacher work motivation can be increased through good management of teacher commitment and emotional management. Besides, teacher work motivation can also be increased through the leadership role of the principal.

REFERENCES

Ardiana, T. E. (2017). Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru Akuntansi SMK di Kota Madiun. *Jurnal Akuntansi dan Pajak*, 17(2), 14-23.

Barnawi & Arifin, M. (2012). *Kinerja Guru Profesional*. Yogyakarta: Ar-Ruz Media.

- Baskoro, Y. D. T, Suddin, A., & Sutarno. (2019). Pengaruh Kompensasi, Lingkungan Kerja, Kepemimpinan, dan Disiplin Kerja terhadap Kinerja Pegawai Kantor Dinas kesehatan Kabupaten Ponorogo. *Jurnal Manajemen Sumber Daya Manusia*, 13(2), 165-174.
- Budiantoro, T. A., Sunaryo, H.,&Khoirul, M. (2019). Pengaruh Kecerdasan Emosional dan Kecerdasan Spiritual terhadap Kinerja Guru di MAN 1 Kota Malang, Jawa Timur. *Jurnal Ilmiah Riset Manajemen*, 8(17), 185-205.
- Depdiknas. (2005). *Peraturan Pemerintah Nomor 14 Tahun 2005, tentang Guru dan Dosen*. Jakarta: Departemen Pendidikan Nasional.
- Fahik, Y.S., Wahyono, & Yusuf, A. (2016). Peran Mediasi Motivasi Kerja dan Stress Kerja atas Pengaruh Supervisi Akademik Pengawas Sekolah dan Kepemimpinan Kepala Sekolah terhadap Kinerja Guru. *Educational Management*, 5(2), 163-175.
- Habibi, B., Raharjo, T. J., Rifa'i, A., & Rusdarti. (2017). The Influence of Compensation, Academic Supervision, Pedagogic Competency, and Work Motivation on the Performance of Business and Management Teachers of Vocational Schools. *The Journal of Educational Development*, 6(1), 16-24.
- Irawan, D., Wahyudin, A., & Yanto, H. (2018). The Moderating Influence of The Academic Supervision of Teacher Competencies and Commitment Towards Organizational of Teacher Performance. *Educational Management*, 7(1), 65-70.
- Ismail, Taufik. (2017). Kepemimpinan, Kompensasi, Motivasi Kerja, dan Kinerja Guru SD Negeri. *Jurnal Administrasi Pendidikan*, 24(1), 60-69.
- Khaatoon, A., Dahri, K. H., & Dahri, A. J. (2018). Role of Emotional Intelligence in Secondary School Teachers Leading to Children's Development. *Asian Journal of Management Sciences & Education*, 7(2), 68-74.
- Mangkunegara, A.A.A. P., & Puspitasari, M. (2015). Kecerdasan Emosi Guru, Stres Kerja dan Kinerja Guru SMA. *Jurnal Kependidikan*, 45(2), 142-155.
- Meyer, J.P & Allen, N.J. (1991). A Three-Component Conceptualization of Organizational Commitment. *Human Resource Management Review*, 1(1), 61-89.
- Mulyasa, E. (2009). *Menjadi guru Profesional, Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: PT. Remaja Rosda karya Muslim,
- Muslim, S. B. (2013). *Supervisi Pendidikan Meningkatkan Kualitas Profesionalisme Guru*. Bandung: Alfabeta.
- Nggermanto, A. (2002). *Quantum Quetient (Kecerdasan Quantum) Cara Cepat Melejitkan IQ, EQ dan SQ Secara Harmonis*. Bandung: Yayasan Nusantara.
- Pidarta, Made. (2011). *Manajemen Pendidikan Indonesia*. Jakarta: Rineka Cipta
- Pramudjono. (2015). Pengaruh Gaya Kepemimpinan, Tingkat Hierarki Moral dan Motivasi terhadap Komitmen guru. *Cakrawala Pendidikan*, 34(3), 449-456.
- Purwoko, S. (2018). Pengaruh Kepemimpinan Kepala Sekolah, Komitmen Guru, Disiplin Kerja Guru dan Budaya Sekolah Terhadap Kinerja Guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 149-162.
- Rozi, M. F., Prihatin, T., & Suminar, T. (2016). Faktor Determinan Kinerja Guru SMA. *Educational Management*, 5(2), 138-147.
- Setyowati, D.R., Raharjo, T. J., & Utomo, C. B. (2019). The Effect of Emotional Intelligence and Leadership of Principal Towards Teacher Performance of Vocational School With Motivation As Moderating Variable. *Educational Management*, 8(1), 52-60.
- Ujiarto, T., Rusdarti, Rifai, R.C., & Raharjo, T. J. (2017). Effect of the School Principal's Management, Academic Supervision, Organizational Culture, and Work Motivation to the Teacher's

Professionalism. *The Journal of Educational Development*, 5(3), 414-424.