Relationship of Emotional Intelligence, Competence, Motivation and Performance of Physical Education Teachers in Elementary School Temanggung Regency

Arif Mustofa[1✉], Tandiyo Rahayu[2] & Oktia Woro Kasmini Handayani[2]

[1] Public Elementary School 1 Gandon Temanggung, Jawa Tengah, Indonesia
[2] Universitas Negeri Semarang, Indonesia

Article Info

Abstract

_____

This study aims to analyze the relationship of emotional intelligence, competence, and motivation both partially and simultaneously. This research is a quantitative study using a 3x1 factor design. The population in this study were all public elementary school physical education teachers in Temanggung Regency as many as 275 people while for the sample determined using a purposive sampling technique of 85. The data analysis technique used regression correlation, assisted by SPSS. The results of the study obtained: There is a relationship between emotional intelligence and teacher performance with a value of R = 50%, There is a relationship between teacher competency and teacher performance with a value of R = 84%. There is a relationship between motivation and teacher performance with a value of R = 52%. There is a relationship between emotional intelligence and teacher competence on teacher performance with a value of R = 86%. There is a relationship between teacher competence and work motivation on performance with a value of R = 87%. There is a relationship between emotional intelligence and work motivation on teacher performance with a value of R = 67%. There is a relationship between emotional intelligence, teacher competence and motivation on teacher performance with a value of R = 89%. From the results of the data analysis, it can be concluded that emotional intelligence, competence, and motivation are related to the performance of physical education teachers in Temanggung Regency, both partially and simultaneously.

✉ Correspondence address:
 Sembong RT.03/RW05, Gandon, Kaloran,
 Temanggung, Jawa Tengah, 56282
 E-mail: mr.arifmustofa@gmail.com

INTRODUCTION

The teacher is the main practitioner in the learning process to improve human resources which can play their role in the community (Wiyono, Rumini, and Fakhruddin, 2018). Therefore teachers become an essential part of teacher education must be able to show a good performance to achieve educational goals.

The performance of education personnel, especially teachers, becomes an important problem to be studied. "Performance as the level of implementation of tasks that can be achieved by someone by using existing capabilities and boundaries that have been set to achieve organizational goals" (Samsudin, 2006). Thus the performance connotes the extent to which a person does good activities relating to duties and obligations by the level of competence mastered or some knowledge and information that is learned by someone in carrying out activities by the demands of his task.

One must have the psychological maturity to be able to carry out their performance well (Kuswoyo, Pramono, and Rifai RC, 2017). We can understand that performance does not just happen but is influenced by certain factors both from within (internal) or from outside (external), internal factors are considered to have more impact on teacher performance, because of internal factors. These are the factors inside the teacher itself, it is considered more closely related to the achievement of teacher performance. The internal factors indicated to have a relationship with teacher performance are emotional intelligence, competence, and motivation. Taking the three factors above is based on studies conducted by researchers on the initial observations that have been carried out and supported by several theories from several experts.

Emotional intelligence is indicated to be related to performance based on the idea that there are some exceptions that IQ can predict someone's success such as the opinion expressed by Goleman (2002) states "as high as possible, IQ contributes approximately 20% to the determining factors success, so that other forces fill 80%".

The lack of a person's ability to manage his emotional intelligence can cause harm (Herfiantoro, Setyawati, and Soekardi, 2019). The conditions in the field show the heartfelt emotion between the teacher and students supporting the ongoing learning process, with good emotional intelligence, the teacher can place the right portion of emotions in choosing the decisions faced by paying attention to his emotional state and responding correctly to other people's feelings. Stern in Goleman (2002) briefly defines that manipulation is "emotions that are responded with empathy, acceptance, and reply." Such conditions are expected to occur in every process of learning. Another opinion states that the high and low levels of one's emotional intelligence, increase the likelihood of success (Priyanto, Soegiyanto, and Sulaiman 2016).

For this reason, it is necessary to pay attention to emotional intelligence, while Mulyasa (2005) explains that "with good emotional intelligence, a teacher can provide success in solving problems and boosting the quality of learning." According to Goleman (2002) emotional intelligence also has an important role in one's success because intelligence alone cannot work as well as possible without emotional intelligence. Thus the emotional intelligence of a teacher is one of the determinants of success that needs serious attention because it is understood and can be controlled.

Zahroh (2015) a teacher should transfer knowledge and technology while educating students by internalizing positive values. While teacher competency standards are a set of competencies, that has been predetermined in the form of knowledge, skills, and behavior, that must exist in each teacher (Baan, 2012). For that to be a teacher is a necessity always to maintain their competence so that they can carry out their duties properly.

Government Regulation No. 32 of 2013 has regulated competencies must be owned by a teacher, namely pedagogic competence,

personality competence, professional competence, and social competence.

Teachers who have competence are expected to be able to create an atmosphere of a learning process that is conducive, active, creative, and fun so that the learning process can be achieved optimally (Salmawati, Rahayu, and Lestari, 2017). Quoting Michael G Fullan statement in Zahroh (2015) states that the changes that occur in education depend on what the teachers think and do. The figure of a teacher is a concrete example and role model, how the teacher is the carrier of change in behavior and the formation of student character (Darmawati, Rahayu, and Rifai RC, 2017). Understanding of the experts above shows that changes in the world of education are very dependent on what is done and thought by the teacher. Therefore, teacher competence becomes a critical problem to be studied concerning teacher performance.

In every learning and education process as a whole, there must be goals to be achieved, and this is not something easy. A good appearance must be demonstrated by the presence of proper motivation and skills so that their goals will be achieved (Apriansyah, Sulaiman, and Mukarromah, 2017). Internal conditions such as motivation help the teacher to achieve goals, with high motivation, the greater the effort made to achieve the goal.

A performance result is not only based on one's technical abilities but also influenced by other factors such as psychological factors (Diyanto, Kusuma, and Rustiadi, 2018). For that psychological factors such as motivation are needed to support the achievement of predetermined goals.

Motives can be interpreted as an effort to encourage someone to do something (Sardiman, 2007) states that reasons can be understood as the driving force from within and inside to do certain activities to achieve a goal.

The motivation of teacher work is a condition that makes the teacher have the will or need, an urge to achieve specific goals through the implementation of a task (Salmawati, Rahayu, and Lestari, 2017). With the existence of strong motivation, there will be goals that will be achieved both the purpose of education in general and the personal goals to be achieved, about the objectives of administration, learning objectives, or overall educational goals.

METHODS

This research is a quantitative study using factor design 3x1. The purpose of this study was to analyze how much the relationship of emotional intelligence, competence, and motivation to the performance of elementary school physical education teachers in Temanggung District either partially or simultaneously.

The population in this study were all primary school physical education teachers in Temanggung Regency, 275 people. While for sampling using purposive sampling technique. This study consisted of three independent variables including emotional intelligence, competence, and motivation.

For research data collection, questionnaires are used as research instruments, which are closed instruments, namely questionnaires that can only be answered by selecting the available answers.

This study uses the requirements test that must be done, namely: normality test using Lilliefors Kolmogorov-Smirnov, Homogeneity test with Levene test, Linearity test by examining the path of the Deviation from Linearity, Multicollinearity test using Linear Regression Module. Then to simplify the calculation of meal data, software assistance with SPSS.

RESULTS AND DISCUSSION

Based on the results of the analysis of research data can be explained some findings based on the research hypothesis testing as follows:

The first hypothesis is found that the R-value of 0.508 which can be interpreted emotional intelligence variable (X_1) has a moderate relationship with the performance of the teacher. Then the R square value is 0.258, so it can be interpreted that the independent variable

of emotional intelligence (X_1) has a contribution of 26% to the variable teacher performance. From the calculation of the regression coefficient obtained by the constant value of Unstandardized Coefficients of 18.201 and the coefficient of emotional intelligence variable (X_1) of 0.163, the regression equation $Y = 18.201 + 0.163X$ is obtained. Systematically, this constant value states that when the value of emotional intelligence is 0, the teacher's performance has a value of 18.201.

The second hypothesis found that the R-value of 0.846 which can be interpreted as a Competency variable (X_2) has a strong relationship to Teacher's performance (Y). Then the R square value was obtained at 0.716. It can be interpreted that the independent variable Teacher competency (X_2) has a contribution of 71% to the teacher performance variable (Y). From the calculation of the regression coefficient obtained a constant value of Unstandardized Coefficients of 11.046 and the teacher competency variable coefficient (X_2) of 0.270, the regression equation $Y = 11.046 + 0.270X$ is obtained. Systematically, this constant value states that when the competency value is 0, the teacher's performance has a value of 11.046.

The third hypothesis found that the R-value of 0.524 which can be interpreted as a motivational variable (X_3) has a moderate relationship with Teacher performance (Y). Then the value of R square is 0.274. It can be interpreted that the independent motivation variable (X_3) has a contribution of 27.4% to the variable teacher performance (Y). From the calculation of the regression coefficient obtained a constant value of Unstandardized Coefficients of 17.247 and the coefficient of work motivation variable (X_3) of 0.184 then the regression equation $Y = 17.247 + 0.184X$ is obtained. Systematically, this constant value states that when the motivation value is 0, the teacher's performance has a value of 17.247.

The fourth hypothesis found that the R-value of 0.860 which can be interpreted emotional intelligence variable (X_1), and competence (X_2) has a strong relationship to Teacher's performance (Y). Then the R square

value was obtained 0.739, so it can be interpreted that the motivation independent variable (X_3) has a contribution of 73.9% to the teacher performance variable (Y). From the calculation of the regression coefficient obtained a constant value of Unstandardized Coefficients of 7.026, then the value of the coefficient of emotional intelligence variable (X_1) of 0.054 and the value of the teacher competency variable (X2) of 0.246, the regression equation $Y = 7.026 + 0.054X_1 + 0.246X_2$. Systematically, this constant value states that when the value of emotional intelligence and teacher competence is 0, the teacher's performance has a value of 7.026.

The fifth hypothesis found that the R-value of 0.878 which can be interpreted as a variable of competence (X_2) and motivation (X_3) has a strong relationship to Teacher's performance (Y). Then the value of R square is 0.771. It can be interpreted that the independent variable of competence (X_2) and motivation (X_3) has a contribution of 77% to the variable teacher performance (Y). From the calculation of the regression coefficient obtained a constant value of Unstandardized Coefficients of 4.223, then the value of the teacher competency variable coefficient (X_2) of 0.241 and the value of work motivation variable (X_3) of 0.088, the regression equation $Y = 4.223 + 0.241X_2 + 0.088X_3$. Systematically, this constant value states that when competency and motivation values are 0, the teacher's performance has a value of 4.223.

The sixth hypothesis found that the R-value of 0.677 which can be interpreted as emotional intelligence (X_1) and motivation (X_3) variable has a strong relationship to Teacher's performance (Y). Then the value of R square is 0.458, so it can be interpreted that the independent variables of emotional intelligence (X_1) and motivation (X_3) have a contribution of 45.8% to the variable teacher performance (Y). From the calculation of the regression coefficient obtained a constant value of Unstandardized Coefficients of 3.570, then the value of the coefficient of emotional intelligence variable (X_1) of 0.140 and the value of work motivation variable (X_3) of 0.159, the regression equation $Y = 3.570 + 0.140X_1 + 0.159X_3$. Systematically,

this constant value states that when the value of emotional intelligence and motivation is 0, the teacher's performance has a value of 3.570.

The seventh hypothesis found that the R-value of 0.860 which can be interpreted emotional intelligence variable (X_1), and competence (X_2) has a strong relationship to Teacher performance (Y). Then the R square value was obtained 0.739, so it can be interpreted that the motivation independent variable (X_3) has a contribution of 73.9% to the teacher performance variable (Y). From the calculation of the regression coefficient obtained a constant value of Unstandardized Coefficients of 7.026, then the value of the coefficient of emotional intelligence variable (X_1) of 0.054 and the value of the teacher competency variable (X_2) of 0.246, the regression equation $Y = 7.026 + 0.054X_1 + 0.246X_2$. Systematically, this constant value states that when the value of emotional intelligence and teacher competence is 0, the teacher's performance has a value of 7.026.

CONCLUSION

Based on the results of the analysis and discussion that has been described, it can be concluded that: (1) There is a positive and significant relationship between emotional intelligence (X_1) and teacher performance (Y), this is indicated by the magnitude of the correlation value of 0.508 or 50% which is categorized in the closeness of the moderate relationship, (2) There is a positive and significant relationship between teacher competency (X_2) and teacher performance (Y), this is indicated by the magnitude of the correlation value of 0.846 or 84% which is categorized in a very strong relationship, (3) There is a positive and significant relationship between motivation (X_3) and teacher performance (Y), this is indicated by the magnitude of the correlation value of 0.524 or 52% which is categorized in the closeness of the relationship that is being, (4) There is a positive and significant relationship between emotional intelligence (X_1) and teacher competence (X_2) on teacher performance (Y), this is indicated by the magnitude of the correlation value of 0.860 or 86% which is categorized in a very strong relationship, (5) There is a positive and significant relationship between teacher competence (X_2) and work motivation (X_3) on teacher performance (Y), this is indicated by the magnitude of the correlation value of 0.878 or 87% which is categorized in a very strong relationship, (6) There is a positive and significant relationship between emotional intelligence (X_1) and work motivation (X_3) on teacher performance (Y), this is indicated by the magnitude of the correlation value of 0.677 or 67% which is categorized in a strong relationship, (7) There is a positive and significant relationship between emotional intelligence (X_1), teacher competence (X_2) and work motivation (X_3) on teacher performance (Y), this is indicated by the magnitude of the correlation value of 0.891 or 89% which is categorized in a very strong relationship.

REFERENCES

Apriansyah, B., Sulaiman, & Mukarromah, S. B. (2017). Kontribusi motivasi, kerjasama, kepercayaan diri terhadap prestasi atlet sekolah sepakbola pati training center di kabupaten pati. *Journal of Physical Education and Sports*, *6*(2), 101-107. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/17358

Baan, A. B. (2012). The development of physical education teacher professional standards competency. *Journal of Physical Education and Sports*, *1*(1). Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/92

Darmawati, D., Rahayu, T., & Rifai RC, A. (2017). Leadership guru pendidikan jasmani olahraga dan kesehatan di smp ogan komering ulu timur sumatera selatan. *Journal of Physical Education and Sports*, *6*(2), 108-116. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/17359

Diyanto, K., Kusuma, D. W. Y., & Rustiadi, T. (2018). Correlation anxiety, self confidence and motivation toward athlete's performance of tunas volleyball club pekalongan. *Journal of Physical Education and Sports*, *7*(1), 7-12. Retrieved from

https://journal.unnes.ac.id/sju/index.php/jpes/article/view/21237

Goleman, D. (2002). *Kecerdasan emosional.* Jakarta: PT. Gramedia Pustaka Utama.

Herfiantoro, A., Setyawati, H., & Soekardi. (2019). The effect of imagery exercises and emotional quotient on the athletes' anxiety level. *Journal of Physical Education and Sports*, *8*(2), 153-159. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/28072

Kuswoyo, D. D., Pramono, H., & Rifai RC, A. (2018). Kontribusi percaya diri, konsentrasi dan motivasi terhadap kinerja wasit persatuan sepak bola seluruh indonesia provinsi sumatera selatan. *Journal of Physical Education and Sports*, *6*(3), 241-247. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/20587

Mulyasa, E. (2005). *Menjadi guru profesional menciptakan pembelajaran aktif dan menyenangkan*. Bandung: Remaja Rosdakarya.

Priyanto, C. W., Soegiyanto, & Sulaiman. (2015). Status gizi, kesegaran jasmani dan keceerdasan emosi dengan prestasi belajar. *Journal of Physical Education and Sports*, *4*(1). Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/6892

Salmawati, Rahayu, T., & Lestari, W. (2017). Kontribusi kompetensi pedagogik, kompetensi profesional dan motivasi kerja terhadap kinerja guru penjasorkes smp di kabupaten pati. *Journal of Physical Education and Sports*, *6*(2), 198-204. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/17397

Samsudin, S. (2006). *Manajemen sumber daya manusia*. Bandung: Pustaka Setia.

Sardiman, M. (2007). *Interaksi dan motivasi belajar mengajar*. Bandung: Rajawali Pers.

Wiyono, I., Rumini, & Fakhruddin. (2018). Physical education teacher professional competence in traditional game learning of elementary schools in kudus. *Journal of Physical Education and Sports*, *7*(2), 152-157. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpes/article/view/25121

Zahroh, A. (2015). *Membangun kualitas pembelajaran melalui dimensi profesionalisme guru.* Bandung: Yrama Widya.