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The Effect of Emotional Intelligence and Work Motivation on the Professional Competence of Elementary School Teachers in Mapanget District, Manado City

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Abstract: This study aims to analyze and examine the effect of emotional intelligence and work motivation on the professional competence of teachers. The research was conducted in elementary schools in Mapanget District, Manado City as many as 20 schools with the number of respondents as the research sample as many as 89. The sampling technique used was simple random sampling technique. Testing the validity of the instrument using the Pearson Product Moment formula and testing the reliability of the instrument using the Alpha method. The research hypotheses were tested using simple linear regression analysis technique and multiple linear regression. Testing the requirements of the regression analysis carried out normality test and linearity test. Based on the results of the study it was found that: (1) there is a significant influence of teacher work motivation on the professional competence of elementary school teachers in Mapanget District, Manado City by 48.3%, while the level of professional competence of teachers can be predicted by the regression equation: $=53,539 + 0.619X_2$; (2) there is a significant effect of emotional intelligence and work motivation of teachers together on the professional competence of elementary school teachers in Mapanget District, Manado City by 54.7%, while the level of professional competence of teachers can be predicted by the regression equation: $=23,893 + 0.473X_1 + 0.396 X_2$. This study suggests that to improve the professional competence of elementary school teachers in Mapanget District, Manado City, it is necessary to increase emotional intelligence and increase teacher work motivation.

Keywords: Emotional Intelligence, Teacher Work Motivation, Professional Competence, Teacher.

PRELIMINARY

Teachers as a profession have the task of educating, teaching, and training. Educating means guiding and fostering students to become capable, active, creative, and independent moral human beings. Teaching means the teacher is in charge of transferring a number of lesson materials to students. While training means developing the skills of students. Educating, teaching, and training are the duties and responsibilities of teachers as professionals. The success of teachers in carrying out their duties as professionals will be reflected in their performance as teachers. Nurdin (2009:65) states that one of the easiest competencies to research and measure is the professional competence of teachers.

In the results of observations made by researchers on the performance of teachers, especially elementary school teachers in Mapanget District, Manado City, it shows that there are still teachers who have not been able to carry out their duties and responsibilities as expected. As in



the implementation of learning in the classroom, there are teachers who do not make lesson plans, or only make lesson plans if there is a supervision visit by the supervisor. There are also teachers who try to show their best competence in both planning and implementation aspects of learning only when they are visited and after that they will return to work as before, namely carrying out learning without proper preparation and without enthusiasm and motivation. In addition, there are also teachers who carry out the learning process that is not in accordance with the lesson plans that have been prepared and the learning process is less effective due to lack of mastery of learning methods and the use of media/learning resources. As in the current era of globalization, there are still many teachers who do not even have the expertise to operate technological devices.

As a teacher, teachers are required to have professional competence. Professional competence is competence or ability related to the completion of teacher tasks. This competency is a very important competency, because it is directly related to the performance displayed.

Teacher work motivation is one of the important factors in efforts to improve teacher performance because motivation also acts as the main driving force for every teacher to carry out their professional duties in accordance with the goals that have been set. As educational professionals, teachers have different work motivations from one teacher to another, this will result in differences in the performance of teachers in improving the quality of education.

Human resources are influenced by many factors. There are factors that come from within humans and factors from outside. One of the factors in humans is emotional intelligence which can be categorized into one of the factors that affect the professional competence of teachers. With good emotional intelligence, each individual can put his emotions in the right portion, sort out satisfaction and set the mood well. Having good emotional skills can affect the work of a teacher as a professional calm.

Based on the description that has been stated previously, it can be concluded that emotional intelligence and work motivation are related to the professional competence of teachers. On the basis of this thought, the researchers were interested in conducting further research on "The influence of emotional intelligence and teacher work motivation on the professional competence of elementary school teachers in Mapanget District, Manado City".

Based on the formulation of the research problem that has been described, the general purpose of this study is to obtain data and information about the influence of emotional intelligence and teacher work motivation on the professional competence of elementary school teachers in Mapanget District, Manado City. While the specific objectives of this research are as follows:

1. To analyze the effect of emotional intelligence on the professional competence of teachers in Mapanget District, Manado City.
2. To analyze the influence of teacher motivation on the professional competence of elementary school teachers in Mapanget District, Manado City
3. To analyze the effect of emotional intelligence and work motivation together on the professional competence of elementary school teachers in Mapanget District, Manado City.

THEORETICAL REVIEW

Teacher competencies include pedagogic competence, personality competence, social competence, and professional competence. (Doringin, et al, 2018). "Professional competence is the ability to master learning materials broadly and deeply which allows teachers to guide students in optimally mastering knowledge or skills, so that they can meet the competency standards set in the National Education Standards". (Payong, 2011:43).

Agustian states that (2009:64) "Emotional intelligence is the ability to listen to the whispers of emotions, and make it a very important source of information to understand oneself and others in order to achieve goals".



Kambei (2010: 93) which states that motivation is the whole process of promoting/increasing a person's motives in such a way that encourages him to do something (behave) eagerly to achieve the desired goal in an effort to satisfy his needs.

METHOD

The approach used in this scientific research is a quantitative approach using survey research methods with non-test techniques.

The research was conducted in elementary schools in Mapanget District, Manado City as many as 20 schools with the number of respondents as the research sample as many as 89. The sampling technique used was simple random sampling technique. Testing the validity of the instrument using the Pearson Product Moment formula and testing the reliability of the instrument using the Alpha method. The research hypotheses were tested using simple linear regression analysis techniques and multiple linear regression. Testing the requirements of the regression analysis carried out normality test and linearity test.

RESULTS

1. Data Normality Test

The normality test of the data was carried out using SPSS Statistics 25 software using the One Sample Kolmoorov Smirnow Test method. Decision rules are based on probability. If the probability (p) > (0.05) then the research data is normally distributed. The results of the data normality test are shown in the following table.

Table 1. Data Normality Test

<i>One-Sample Kolmogorov-Smirnov Test</i>				
		<i>Emotional Intelligence</i>	<i>Teacher's Work Motivation</i>	<i>Teacher Professional Competence</i>
<i>N</i>		89	89	89
<i>Normal Parameters, b</i>	<i>mean</i>	124.33	130.90	134.52
	<i>Std. Deviation</i>	6,785	10,118	9.009
<i>Most Extreme Differences</i>	<i>Absolute</i>	,092	,086	,085
	<i>Positive</i>	0.070	,086	,081
	<i>negative</i>	-,092	-,065	-,085
<i>Test Statistics</i>		,092	,086	,085
<i>asymp. Sig. (2-tailed)</i>		,062c	,110c	,136c
<i>a. Test distribution is Normal.</i>				
<i>b. Calculated from data.</i>				
<i>c. Lilliefors Significance Correction.</i>				

Based on the results in table 1, the variable data on emotional intelligence with Asymp.Sig is 0.062, the variable data for teacher work motivation with Asymp.Sig is 0.110, and the variable data for the professional competence of teachers with Asymp.Sig is 0.136. The results of the analysis show the value of Asymp.Sig. each variable > 0.05. Thus, the data from each variable is normally distributed.

2. Linearity Test

The linearity test was conducted to determine whether the data of the variables to be analyzed using the regression technique had a linear relationship pattern or not. The linearity test was carried out using the ANOVA test. Decision rules are based on probability. If the probability for Deviation from Linearity > 0.05 then there is no deviation in the relationship between the two variables from the linear line so that it can be concluded that the relationship between the two variables has a linear pattern. On the other hand, if the probability for Deviation from Linearty <0.05, then there is a deviation from the relationship between the two variables from a linear line so that the data is not linearly patterned.



a. Linearity Test Results Variable X1 against Y

Table 2. Analysis of Y* X1 . Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Professional Competence * Emotional Intelligence	Between Groups	(Combined)	4150,532	24	172,939	3,700	,000
		linearity	3188,142	1	3188,142	68,203	,000
		Deviation from Linearity	962,390	23	41,843	,895	,604
Within Groups			2991,693	64	46,745		
Total			7142,225	88			

Based on the results of the analysis as shown in Table 2 the value of sig. for Deviation from Linearity of 0.604. The p value > 0.05 means that there is no deviation from the relationship between the two variables from the linear line. Thus, the relationship between emotional intelligence variable data and teacher work motivation has a linear pattern.

b. Linearity Test Results for Variable X2 against Y

Table 3. Analysis of Y* X2 . Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Professional Competence * Teacher Work Motivation	Between Groups	(Combined)	5051,975	30	168,399	4,673	,000
		linearity	3447,395	1	3447,395	95,658	,000
		Deviation from Linearity	1604,579	29	55,330	1,535	,083
Within Groups			2090,250	58	36,039		
Total			7142,225	88			

Based on the results of the analysis as shown in Table 3 the value of sig. for Deviation from Linearity of 0.83. The p value > 0.05 means that the relationship between the two variables does not deviate from the linear line. Thus, the relationship between the variable data of teacher work motivation and teacher professional competence has a linear pattern.

3. Hypothesis test

a. Hypothesis test

1) Hypothesis Test I

Simple linear regression analysis was used to test Hypothesis I about the effect of the emotional intelligence variable on the teacher's professional competence variable.

Table 4 Summary of X1 Variable Model Against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,668	,446	,440	6,742
a. Predictors: (Constant), Emotional Intelligence				
b. Dependent Variable: Teacher's Professional Competence				

Based on Table 4, it is known that the R Square number is 0.446. This figure is obtained by squaring the correlation number (0.668²). Furthermore, the value of the Determinant Coefficient or Determinant Coefficient (KP) is obtained by the formula: $KP = r^2 \times 100\%$, so that the value of



the determinant coefficient is 44.6%. This means that 44.6% of teachers' professional competence can be explained by emotional intelligence variables, while the remaining 56.4% is explained by other variables.

The next analysis is regression analysis to determine the regression equation X1 against Y and to test the significance of the regression coefficient as shown in the following table.

Table 5. Regression Analysis of X1 against Y

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,231	13,187		1,837	0,070
	Emotional Intelligence	,887	,106	,668	8,375	,000

a. Dependent Variable: Teacher's Professional Competence

Based on the results of the analysis in Table 5 obtained Tcount= 8,375. Table with significance level = 0.05, degrees of freedom (df = n - 2) = 87 obtained Ttable = 1,663. It turns out Tcount= 8,375 more than Ttable= 1.663 or Tcount > Ttable then Ho rejected means significant. In conclusion, the emotional intelligence variable has a significant effect on the professional competence of teachers. Thus, accept Hypothesis I which states that there is a significant influence of emotional intelligence on the professional competence of elementary school teachers in Mapanget District, Manado City.

2) Hypothesis II Test

Simple linear regression analysis was used to test Hypothesis II about the effect of the teacher's work motivation variable on the teacher's professional competence variable. Analysis was performed using SPSS Statistics 25 software.

Table 6 Summary of X2 Variable Model Against Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,695 ^a	,483	,477	6,517

a. Predictors: (Constant), Teacher Work Motivation
b. Dependent Variable: Teacher's Professional Competence

The model summary table shows the magnitude of the coefficient of determination which serves to express the percentage of Y variable as the dependent variable (bound) that can be predicted using the X2 variable. as the independent variable (free). Based on table 6, it is known that the R Square number is 0.483. This figure is obtained by squaring the correlation number (0.695²). Furthermore, the value of the Coefficient of Determinants is obtained by the formula: KP = r² x 100%, so that the value of the determinant coefficient is 48.3%. This means that 48.3% of teachers' professional competence can be explained by the teacher's work motivation variable, while the remaining 52.7% is explained by other variables.

The next analysis is regression analysis to determine the X2 regression equation, against Y and to test the significance of the regression coefficient as shown in the following table.



Table 7 Regression Analysis of X2 against Y.

12 Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53.539	9,014		5,939	,000
	Teacher's Work Motivation	,619	0.069	,695	9.010	,000

5 *a. Dependent Variable: Teacher's Professional Competence*

Based on the results of the analysis in Table 7 obtained Tcount= 9.010. Ttable with significance level = 0.05, degrees of freedom (df = n - 2) = 87 obtained Ttable = 1,663. It turns out Tcount= 9.010 more than Ttable= 1.663 or Tcount > Ttable then Ho rejected means significant. In conclusion, the variable of teacher work motivation has a significant effect on the professional competence of teachers. Thus, accept Hypothesis II which states that there is a significant influence of teacher work motivation on the professional competence of elementary school teachers in Mapanget District, Manado City.

3) Hypothesis Test III

Multiple linear regression analysis was used to test Hypothesis III about the effect of the variables of emotional intelligence and work motivation of teachers together on the variable of teacher professional competence. Analysis was performed using SPSS Statistics 25 software.

Table 8 Summary of Variable Model X1, X2 Against Y

11 Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,740 ^a	,547	,536	6.13360

a. Predictors: (Constant), Teacher Work Motivation, Emotional Intelligence
b. Dependent Variable: Teacher's Professional Competence

The summary table of the model shows the magnitude of the coefficient of determination which serves to express the percentage of Y variable as the dependent (bound) variable that can be predicted using X1 and X2 as independent variables. Based on Table 8, it is known that the R Square number is 0.547. This figure is obtained by squaring the correlation number (0.740²). Furthermore, the value of the determinant coefficient or determinant coefficient is obtained by the formula: KP = r²x100%, so that the value of the determinant coefficient is 54.7%. This means that 54.7% of teachers' professional competence can be explained by the variables of emotional intelligence and teacher work motivation, while the remaining 45.3% explained by other variables not examined in this study. In other words, the magnitude of the influence of the variables of emotional intelligence and work motivation of teachers together on the professional competence of teachers is 54.7%.

To test the feasibility of the regression model, the ANOVA test was carried out as shown in the following table.

Table 9 ANOVA . Test X1, X2*Y ²⁰

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3906.816	2	1953,408	51,923	,000 ^b
	Residual	3235,409	86	37,621		
	Total	7142,225	88			

a. Dependent Variable: Teacher's Professional Competence
b. Predictors: (Constant), Teacher Work Motivation, Emotional Intelligence



5 Based on the results of the analysis in Table 9 obtained $F_{count} = 51,923$. F_{table} with significance level = 0.05, $dk_{numerator} = 2$ and $dk_{denominator} = 86$ obtained $F_{table} = 3.95$. It turns out that $F_{count} = 51,923$ more than $F_{table} = 3.95$ or $F_{count} > F_{table}$ then H_0 rejected means significant. In conclusion, the variables of emotional intelligence and work motivation of teachers together have a significant effect on the professional competence of teachers. Thus, accept Hypothesis III in this study which states that there is an effect of emotional intelligence and teacher work motivation together on the professional competence of elementary school teachers in Mapanget District, Manado City.

CONCLUSION

1. There is a significant influence of emotional intelligence on the professional competence of elementary school teachers in Mapanget District, Manado City by 44.6% while the remaining 43.4% is influenced by the teacher's work motivation variable and other variables not examined in this study. Based on the regression equation, it is known that the coefficient is positive. This means that the higher the effectiveness of emotional intelligence will be followed by an increase in the professional competence of teachers.
2. There is a significant influence of teacher work motivation on the professional competence of elementary school teachers in Mapanget District, Manado City by 48.3% while the remaining 52.7% is influenced by emotional intelligence variables and other variables studied in this study. The regression coefficient is positive, which means that the higher the teacher's work motivation, the higher the teacher's professional competence.
3. There is a significant influence of emotional intelligence and work motivation of teachers together on the professional competence of elementary school teachers in Mapanget District, Manado City by 54.7%, while the remaining 45.3% is influenced by other variables not examined in this study. The regression coefficient of the emotional intelligence variable and the teacher's work motivation is positive, which means that the better the emotional intelligence and work motivation of the teacher, the professional competence of the teacher will increase.

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