

## **The Effect of Professionalism and Emotional Intelligence on the Teachers' Performance in Madrasah Aliyah Negeri (man) 1 Muna**

Juwita<sup>1</sup>, Eeng Ahman<sup>2</sup>, Janah Sojanah<sup>3</sup>, Rofi Rofaida<sup>4</sup>

### **Abstract**

*This research aimed to describe and determine the effect of professionalism and emotional intelligence on the teachers' performance of Madrasah Aliyah Negeri (MAN) 1 Muna using multiple linear regression analysis tools, and the test tools. They was F test and t test. The sample of this research were 30 teachers. The research instrument test used validity and reliability tests.*

*The results of the study found that Professionalism partially had a positive and significant effect on teachers' performance of Madrasah Aliyah Negeri (MAN) 1 Muna with tcount value was 3.312 and tsignificant value was 0.003. In addition, Emotional intelligence partially had a positive and significant effect on the performance of Madrasah Aliyah Negeri (MAN) 1 Muna teacher performance) with tcount value was 3.673 0. 001. Therefore, the professionalism and emotional intelligence simultaneously had a positive and significant effect on the teacher' performance of Madrasah Aliyah Negeri (MAN) 1 Muna with Fcount value was 183.759 and Fsignificant value was 0,000. It meant that the professionalism and emotional intelligence could improve teachers' performance in Madrasah Aliyah Negeri (MAN) 1 Muna.*

**Keywords:** *Professionalism, Emotional Intelligence, Performance.*

### **INTRODUCTION**

Teacher is one of the important elements in the learning process. Their shoulders has a huge responsibility for students. They have effort to deliver the students to achieve the education goals. The teacher is a dynamic cultural transaction towards a sustainable change, as a vital element in the learning process. This is because the teacher is a dynamic cultural transition towards a sustainable change, as a vital element in building Islamic culture and civilization, Al-Rasyidin and Nizar (2005: 40).

In this aspect, teachers are responsible for fulfilling the needs of students, both spiritual, intellectual, moral, aesthetic and physical needs of students. In general, educators are people who have a responsibility to educate, meanwhile specifically, educator in the perspective of Islamic education is person who has responsibility for the student development by seeking the development of students' potential both cognitive, affective, and psychomotor in accordance with the Islamic values, Tafsir (2010: 74).

The duty of an educator in Islamic education is seen as a glorious role because Islam puts person having faith and knowledge higher than other humans who do not have faith and

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<sup>1</sup> Universitas Pendidikan Indonesia

<sup>2</sup> Universitas Pendidikan Indonesia

<sup>3</sup> Universitas Pendidikan Indonesia

<sup>4</sup> Universitas Pendidikan Indonesia

knowledge. Educating is a series of processes of teaching, encouraging, praising, punishing, giving examples, familiarizing and others. It means that the role of educators is not just to teach as most people think but they also become as a motivator and facilitator in the learning process. Therefore, the students' potentials can actualize in a good and dynamic way. Al-Rasyidin and Nizar (2005: 44), suggested that the main task of educators is to perfect, clean, purify, and bring the human heart getting closer to Allah (Taqarrub Ilallah).

Educators should guide students to know Allah more closely through all of Allah's creation. The educators are required to be able to purify the souls of their students. Islam reveals that an educators should have characteristics that can distinguish them from others. The Republic of Indonesia Law of teachers and Lecturers No 14 of 2005 states that teachers are professional educators with the core tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education. It means that teachers must have high performance, because the quality of education always relates to a teacher professionalism. Uno (2016: 86) said that one of the factors measure the success of an educational institution or school is teacher performance. Teacher performance is the result of teacher work reflected in how to plan, implement and assess the learning process based on work ethic and professional teacher discipline in the learning process.

Teacher performance has not been optimal yet. Teachers carry out their duties only as routine activities, lacking creativity. Innovation for teachers is relatively closed and creativity is not part of achievement, Sagala (2010: 38). Teacher performance in educational institutions is a crucial issue and required for each institution making arrangements and improvements in accordance with the dimensions of space and time. Especially for educational institutions that are appointed to carry out their main duties and functions in a disciplined and time manner. This demand is a global trend that inevitably, the teacher must be fulfilled in order to harmonize the teachers' performance in educational institutions accelerating external changes using various approaches.

In improving the performance of teachers in educational institutions is continued by enhancing the teachers' qualities, the ability of human resources in solving various problems and the growing responsiveness of educational institutions to the problems and demands from inside or outside the educational institutions. All of the problem causes challenges for teachers to constantly increase their duties, roles and competencies Usman, (2011: 12). The basic competence possessed by teachers in relation to their role in the teaching and learning process is professional competence. The teaching and learning process will take place in an educative process and achieve the expected goals if the teacher has professional abilities. The professional competence of teachers is a combination of academic mastery and teaching skills. Hence, teachers have academic authority. Each attempt enhancing the professional competence of teachers will give good results when it is followed by the teachers' competence and motivation to improve and develop their own abilities. Teacher motivation is an important factor in improving teacher performance because it is the main encouragement for each teacher to carry out their professional duties in accordance with regulations. Everyone has potentials that can be developed, one of them is intelligence. Someone who has intellectual intelligence like intellectually intelligent or a high Intelligent Quotient (IQ). Someone who has emotional intelligence can be categorized as someone who has high emotional intelligence or Emotional Quotient (EQ).

It is supported by Woolfolk in Al-Uqshari (2005: 106), states that one or several abilities to get and use knowledge in solving problems and adapting to the environment. Thus, intelligence is the thought and action of individuals ability in a directed manner in processing and mastering the environment effectively to resolve the problems faced. Wardiana (2004: 159) argued that emotional intelligence is the capacity adapting to new circumstances by using thinking tools based on its purpose which focuses on adjusting to

the problems. Teacher performance is influenced by internal and external factors, internal factors such as competence, commitment, responsibility and enthusiasm for dedication, teacher emotional intelligence, external factors like facilities, infrastructure and principal management. This shows that a teacher's professionalism and emotional intelligence become factors which give affect their performance.

Madrasah Aliyah Negeri (MAN) 1 Muna is located on Jl. Tengiri, Wamponiki Village, Katobu District, Muna Regency, Southeast Sulawesi. Based on a brief interview with the Principal of MAN 1 Muna, Drs. H. Hasanuddin, he said that generally the teacher performance in the school was good, however, there were also some teachers were still not on time, both in working on learning administration tasks, entering grades, sometimes coming late to school. These problems still existed in Madrasah Aliyah Negeri (MAN) 1 Muna. Even though Drs. H. Hasanuddin hoped that teachers could be maximized in their work.

The researcher also found the difference some research results from previous research, conducted by Fuad and Trisnawati (2015) the research related to professionalism to performance and showed that professionalism did not have a significant relationship to performance. However, Hafid and Fajariani (2019) found that a professionalism had significant relationship to performance. Then, Ismail and Sjahrudin (2019) found that professionalism had a negative and significant effect to performance.

Therefore, based on the discussion and problems above, the researcher was interested in conducting research with the title "The Effect of Professionalism and Emotional Intelligence on the Teachers Performance in Madrasah Aliyah Negeri (MAN) 1 Muna".

#### The Problem Formulation

Based on the background of the research has been stated above, the formulation of the problems presented in this research was:

1. Did Professionalism and Emotional Intelligence simultaneously give effect on the teachers' performance in Madrasah Aliyah Negeri (MAN) 1 Muna?
2. Did professionalism partially give effect on the teachers' performance in Madrasah Aliyah Negeri (MAN) 1 Muna.
3. Did emotional Intelligence partially give effect on the teachers' performance in Madrasah Aliyah Negeri (MAN) 1 Muna.

#### The Research Objectives

Based on the suggested problem formulation, the objectives of this research were to analyze and find out:

1. Professionalism and emotional intelligence gave effect the Teachers' performance in Madrasah Aliyah Negeri (MAN) 1 Muna.
2. Professionalism gave effect the Teachers' performance in Madrasah Aliyah Negeri (MAN) 1 Muna.
3. Emotional intelligence gave effect the Teachers' performance in Madrasah Aliyah Negeri (MAN) 1 Muna.

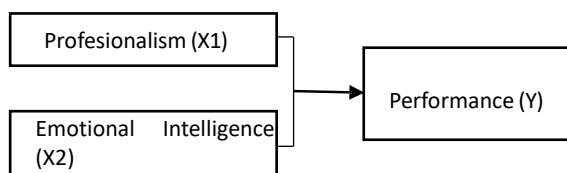
#### The research Scopes

In this research, the researcher limited the discussion. This research only discussed the effect of professionalism and emotional intelligence on the teachers' performance in Madrasah Aliyah Negeri (MAN) 1 Muna. Professionalism used indicators of knowledge, skills and experience, Atmosoerapto in Kurnaiawan (2005:74), emotional intelligence indicators, self-awareness, motivation and recognizing people's emotions, Goleman (2015: 58) and the work quality performance, speed and ability, T.R. Michel in Rizky (2001:15).

### The Previous Research

Before conducted research, Early stage to observe and examine the results of previous relevant research, those researches conducted by:

1. Hapizoh et all (2020), The Effect of Teacher Professionalism and Principal Supervision on Teacher Performance. The results of the research were (1) there was a significant effect of teacher professionalism on teacher performance; (2) there was a significant effect of principal supervision on teacher performance; and (3) there was a significant effect of teacher professionalism and principal supervision on teacher performance. The similarities of this research were both examining professionalism and performance, while the differences were in the location, the addition of supervision variables and the year of the research.
2. Aryanti (2020), The effect of Emotional Intelligence, Work Environment and Competence on Teacher Performance at SMA Negeri 6 Binjai, North Binjai District. The results of this research were that partially the Emotional Intelligence variable had a positive and significant effect on Teacher Performance with a  $t_{count} > t_{table}$  value, (2.633 > 2.00), the Work environment variable had a positive and significant effect on Teacher Performance with a  $t_{count} > t_{table}$  value, (2.812 > 2.00) and the Competency Variable had a positive and significant effect on Teacher Performance with a  $t_{count} > t_{table}$  value, (2.701 > 2.00). Simultaneously the variables of Emotional Intelligence, Work Environment and Competence had a positive and significant effect on Teacher Performance with the value of  $F_{count} > F_{tabel}$ , (11.492 > 2.75). The value  $R^2$  (RSquare) is 0.625, it meant that the variables of Emotional Intelligence, Work environment and Competence had a positive and significant effect on Teacher Performance at SMA Negeri 6 Binjai, North Binjai District was 62.50%, and the remaining 37.50% was influenced by other factors not examined. The similarity of this research was the same research related to professionalism and performance, while the difference was in the location, the addition of work environment, competence variables and the year of the research.
3. Syahrums et all (2019) The effect of Teacher Professionalism and Emotional Intelligence on the teachers' Performance of Islamic Religious Education at MTS Negeri 2 Bulukumba. Based on the results of the analysis and discussion, it could be concluded that partially, teacher professionalism and teacher emotional intelligence had a positive and significant effect on the teachers' performance of Islamic religious education at MTs Negeri 2 Bulukumba. The results of the analysis and discussion showed that the hypothesis proposed can be accepted or proven to be true at MTs Negeri 2 Bulukumba. It indicated teacher professionalism and emotional intelligence were factors determining the good and bad performance of a teacher. Thus, the good and bad performance of Islamic religious education teachers at MTs Negeri 2 Bulukumba was determined by their professionalism and emotional intelligence. The equation of this research was examining both professionalism, emotional intelligence and performance, while the difference was based on the location and year of research.



## METHODOLOGY

### The Object of Research

The object of this research was professionalism and emotional intelligence on teacher performance. This research was conducted at Madrasah Aliyah Negeri (MAN) 1 Muna. It

is located on Tengiri street, Wamponiki Village, Katobu District, Muna Regency, Southeast Sulawesi.

The Population of Research

There were 30 teachers in Madrasah Aliyah Negeri (MAN) 1 Muna and all of them were used as respondents.

The Types and Sources Data

The types and sources data required in this study were as follows:

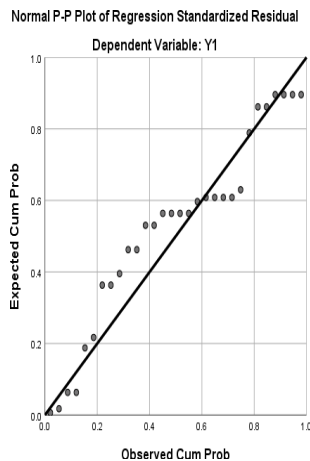
1. The Quantitative data was data obtained in the field that measured in the form of numbers, such as the number of employees. In this case the number of teachers at Madrasah Aliyah Negeri (MAN) 1 Muna.
2. Qualitative data was data obtained that described the situation descriptively, which included data on the organizational structure at Madrasah Aliyah Negeri (MAN) 1 Muna.

The Results of Data Analysis and Multiple Linear Regression

Classical Assumption Analysis Test

a) Normality Test

Normal P-Plot Curve Graphics



The p-plot graphic shows the distribution of data (points) around the regression line (diagonal) and the distribution of data points in the direction of following the diagonal line, it concluded that the regression model was appropriate to use because it fulfilled the assumption of normality.

b) Multicollinearity Test

If the VIF value > 10 and tolerance > 0.1 this meant that there is no correlation between variables. Multicollinearity test results could be seen in the following table:

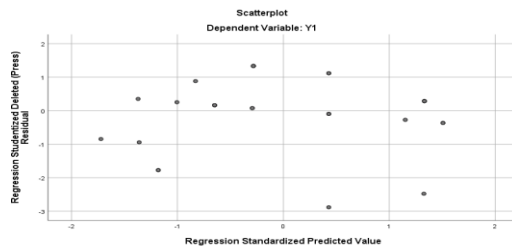
Tabel 4.8 Multicollinearity Test

Variable	Tolerance	VIF	Description
Profesionalism	128	7.790	No Multicollinearity
Emotional Intelligence	128	7.790	No Multicollinearity

The multicollinearity test results showed that the VIF value was above 10. It was 7,790 and 7,790 and the tolerance value of each variable was above 0.1, namely 128 and 128. It indicated the independent variables studied were free from multicollinearity.

c) Heteroscedasticity Test

Scatterplot Graphic



The results of the scatterplot graphic in this research described that there was no heteroscedasticity by seeing that it did not have certain patterns and the points spread above and below the number 0 on the Y axis.

Multiple Linear Regression Analysis Results

The coefficient value and the coefficient of determination (R<sup>2</sup>). It found in the following table:

Independent variable	Standardized Coefficient (b)	t <sub>count</sub>	Sig
Profesionalism	0.543	3.312	0.003
Emotional intelligence	0.529	3.673	0.001
R = 0.965 R Square = 0.932 Fcount = 183.759 Fsignificant = 0.000			N = 30 α = 0.05

Based on table 4.8 above, it showed as follows:

a. The coefficient (R) was 0.965 that indicated the level of relation between the professionalism and emotional intelligence variables with performance was 96.5. or They had a very strong correlation.

It is based on the criteria as below:

- 0 - 0,25 : Very weak correlation
- 0 - 25,05 : Moderate correlation
- 0,5 - 0,75 : Strong correlation
- 0 – 75 - 1 : Very strong correlation

Source, (Jonathan Sarwono (2007:35).

a. The coefficient determination (R<sup>2</sup>) or R Square was 0.932, indicating that the direct effect of professionalism and emotional intelligence variables on teacher performance was 93.2. Whereas the remaining 6.8% was influenced by other variables not examined in this research.

b. The regression coefficient for the professionalism variable was 0.543. The positive value indicated that there was a positive or unidirectional influence between professionalism on teacher performance. Thus, it interpreted that if the professionalism variable got better and the other independent variables was assumed to be constant or equal to zero, then the dependent variable of teacher performance would get better.

c. The regression coefficient for the emotional intelligence variable was 0.529. The positive value indicated that there was a positive or unidirectional influence between emotional intelligence on teacher performance. Therefore, it interpreted that if the

emotional intelligence variable got better and the other independent variables assumed to be constant or equal to zero, the dependent variable teacher performance would get better.

### Hypothesis Testing

#### Simultaneous Test

Based on table 4.8, it is stated that the Fcount value was 183,759 with a significant value of 0.000. It meant that the significant value was higher than  $\alpha = 0.05$ , therefore statistically the variables of professionalism and emotional intelligence had a positive and significant effect on teacher performance. Thus, the hypothesis stated that the variables of professionalism and emotional intelligence simultaneously had a significant effect on teacher performance was accepted.

#### Partial Test

Related to the partial test results for each variable as follows:

1. It had seen in table 4.8 that the significant professionalism variable obtained a significant value of 3.312 with a significant value of 0.003. It was smaller than  $\alpha = 0.05$ . It concluded that professionalism partially had a positive and significant effect on teacher performance. Hence, the hypothesis that e-learning partially had a positive effect on teacher performance was accepted.
2. It had seen on the table 4.8, the significant emotional intelligence variable obtained a significant value of 3.673 with a significant value of 0.001, It was lower than  $\alpha = 0.05$ . Therefore, it concluded that emotional intelligence had a positive and significant effect on teacher performance. Thus, the hypothesis that emotional intelligence partially had a positive effect on teacher performance was accepted.

## Discussion

### The Effect of Professionalism and Emotional Intelligence on Teacher Performance

Based on the results of the research, it showed that the Fcount value was 183,759 with Fsignificant value of 0.000. It meant that, professionalism and emotional intelligence had a significant influence on teacher performance. It confirmed if professionalism and emotional intelligence were good, it would improve the performance of teachers who taught at MAN 1 Muna.

In supporting the success of a human resource organization was a crucial asset. The aspects of emotional intelligence also need to be enhanced in improving performance. therefore, the employees could work well together in a team. Employees who had high professionalism were expected to make a significant contribution in achieving organizational goals, Yani and Istiqomah (2016). In particular, increased professionalism had an impact on improving employee performance, this was one of the goals achieved by every employee who worked.

The results of research conducted by Widura (2017) found that professionalism and emotional intelligence on performance. Sukmawati (2014) concluded that there was an influence between emotional intelligence on employee performance. It indicated that the employees who had high emotional intelligence, they had high performance. Tarigan (2020) found that professionalism had a positive and significant effect on teacher performance. Gani (2014) concluded that there was an influence emotional intelligence on performance. It concluded that the higher of emotional intelligence the higher the performance. The hypothesis in this research had been supported.

### The Effect of Professionalism on Teacher Performance

Based on the results of the research, it found tcount value was 3.312 with a tsignificant value was 0.003. Thus, that professionalism had a significant effect on teacher performance. It indicated that if professionalism was good, it would improve the teachers' performance in MAN 1 Muna.

Trianto in Anwar (2020) explained that teachers are professions / positions that require special abilities, they should assume and carry out responsibilities towards students, parents, society, nation, state and religion. It relates to the education process for the young generation towards the line of intelligence and they break away from the shackles of ignorance. What a serious duty and obligation must be carried out by educators and education personnel. Therefore, it demands high professionalism in their performance. With professional competence, educators and education personnel must realize professional development in the context of practicing science, technology and skills improving quality in the teaching and learning process and professionalism.

Teacher performance is an important measure to determine the success of the education process in the future. Therefore, educators are able to improve their performance to play their roles and duties as teachers. In working, educators are influenced by external and internal factors. Internal factors include: interest, behavior, intelligence, creativity, professionalism, Fitrah (2017).

Educators have a role that is to provide direction to students to achieve learning goals. A profession is a job in running and requiring several other requirements. In the National Education Standards, article 28 paragraph 3 concerning professional competence. It is the power and understanding of teaching materials in depth and breadth for students to achieve the competency standards that have been determined in the National Education Standards, Kasmur and Sutanto (2021).

### The Effect of Emotional Intelligence on Teacher Performance

Based on the results of this research, it showed that the tcount value was 3.673 0. 001 meant the emotional intelligence had a significant effect on teacher performance. The results of this research showed if emotional intelligence was good, it would improve the teachers' performance in MAN 1 Muna. The good teacher performance helped students to achieve and develop the potential within themselves.

Teacher performance cannot stand by itself, because many factors can give effect to the high and low teachers' performance. As a teacher are supposed to have intellectual abilities, thus, the material can be transferred to students through an effective teaching and learning process. However, intellectual ability is not enough to indicate a person's intelligence. The important thing in intelligence is the level of emotional mastery, known as emotional intelligence, Yani and Istiqomah (2016).

The work quality must be able to be carried out by teachers every time and opportunity given by the school, the responsibilities is their necessity and obligation that must be done, teachers make each task is prioritized.

The teachers are also considered to be able to do a lot of work in a short time. If it is interpreted that each teacher can do a lot of work well, certainly, the teaching is tired work for the teachers but they know their responsibility, they must do it with sincerity. When the people do their work, if they intend it for worship, it will give great added value to their work. Islamic values in Madrasah become a positive thing for the environment of teachers and students.

The emotional intelligence owned by teachers. It makes teachers prioritize their conscience in taking an action and have a positive enthusiasm at work. In research conducted by Tantrayana and Putra (2021) found that emotional intelligence had a significant effect on performance. The results of this research were in accordance with the



findings of the research results of Mangkunegara and Puspitasari (2015, showed that emotional intelligence had a positive and significant effect on teacher performance.

## Conclusion

This research analyzed the effect of professionalism and emotional intelligence on the teachers' performance in Madrasah Aliyah Negeri (MAN) 1 Muna. Based on the test results and analysis using multiple linear regression with the help of SPSS version 22, the following conclusions were obtained:

1. Professionalism and emotional intelligence simultaneously had a positive and significant effect on the teachers' performance of Madrasah Aliyah Negeri (MAN) 1 Muna. It meant that if professionalism and emotional intelligence of Madrasah Aliyah Negeri (MAN) 1 Muna were good, it would improve the teachers' performance.
2. Professionalism partially had a positive and significant effect on the teachers' performance in Madrasah Aliyah Negeri (MAN) 1 Muna. It indicated that if the professionalism of Madrasah Aliyah Negeri (MAN) 1 Muna was good, it would improve teacher performance.
3. The emotional intelligence partially had a positive and significant effect on the teachers' performance of Madrasah Aliyah Negeri (MAN) 1 Muna. It concluded that if emotional intelligence was good, it could improve teachers' performance.

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