

The Correlation between Emotional Intelligence, Interpersonal Communication and Work Discipline with the Performance of Teachers in Balangan



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ABSTRACT: Madrasah Tsanawiyah (MTs) or Islamic Junior High School teachers in Balangan Regency merely prioritize aspects of learning outcomes, while the correlation between Emotional Intelligence, Interpersonal Communication and Work Discipline with MTs Teacher Performance in Balangan Regency tends to be neglected. Therefore, this study aims to describe and analyze the direct and indirect correlation of work discipline as an intermediary variable in the correlation between emotional intelligence and interpersonal communication with teacher performance. The population of this study was 201 MTs teachers in Balangan Regency, with a sample of 134 people. This study utilized a descriptive and inferential statistics through SPSS 22. The data were collected by using a questionnaire. The results showed that there were: (1) emotional intelligence, work discipline and teacher performance included in the very high classification and interpersonal communication in the high classification. (2) There is a direct correlation between emotional intelligence, interpersonal communication, work discipline, and teacher performance. (3) There is an indirect correlation between emotional intelligence, interpersonal communication, and teacher performance through work discipline.

KEYWORDS: emotional intelligence, interpersonal communication, work discipline, teacher performance

I. INTRODUCTION

The effectiveness of individual instructors, both as educators and as role models in the institution's communication and interaction process, has a significant impact on the development and decline of educational institutions. This is indicated by the low performance of Madrasah Tsanawiyah (henceforth MTs) or Islamic Junior High School teachers in the regency that tends to be less illustrated. It is seen from the correlation between four variables, namely the correlation of emotional intelligence, interpersonal communication and work discipline with the performance of MTs teachers in Balangan Regency.

One of the variables namely teacher performance is the work achieved by a teacher in carrying out the tasks assigned to him. Syarifudin, et al, (2022); Alboni et al, (2022); Rudiansyah et al, (2022) stated that teacher performance is everything that affects how much he contributes to the organization. Performance is the product of a combination of important factors. The higher these factors effect, the greater a person's performance will be. Factors that affect performance can be in the form of attitudes, work discipline, and teacher work ethics (Sedarmayanti, 2017). Among these factors, there are important things that can encourage school development, namely human resources. This factor is the main asset in providing a correlation in the development of educational progress. The ability to detect one's own emotions, the ability to regulate emotions, the ability to inspire oneself, the ability to understand the feelings of others, and the ability to establish correlations are five aspects of emotional intelligence (Leoh et al., 2019).

Emotional intelligence describes a person's ability to manage emotions with a condition that gives rise to something good (Indrawan et al., 2022; Yusrina, 2022). Intellectual intelligence (IQ) accounts for about 20% of the factors that determine success in life. Meanwhile, the other 80% is effected by other forces including emotional intelligence. Another factor that is considered to have an effect on the quality of teacher performance is the ability of a teacher to communicate. Emotional Intelligence or Emotional Quotient (EQ) is one aspect related to the interpersonal communication process. The connection here is the ability of a teacher to control the emotions of self and others, have responsibility and be able to overcome the problems faced. Through emotional intelligence and interpersonal communication support a teacher to produce good performance.

The last factor is discipline. It is an attitude of respect and obedience to applicable regulations, both written and unwritten and being able to run them and not avoid receiving sanctions if someone violates their duties and authorities assigned and given to him/ her. Teacher work discipline is the implementation of a managed performance assessment that is in accordance with the work of teachers (Alimudin, 2022; Dami et al., 2022; Martini et al., 2022) (Cahyono & Adnyani, 2014) found that the work climate and work discipline have a very strong correlation when comparing it with the correlation between organizational structure and work

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discipline, or work results with work discipline or between processes within the organization and work discipline. Work discipline is also a supporting factor in realizing good teacher performance, when someone is disciplined for the work that has been done, then with this ability they will apply their abilities so that they can achieve the desired work and in accordance with procedures. Performance will be achieved when they carry out their duties as a teacher. As a teacher who should be disciplined in their work.

In this study, researchers used four research variables, namely emotional intelligence, interpersonal communication, work discipline, and teacher performance by focusing on the correlation between emotional intelligence, interpersonal communication, work discipline, and the performance of MTs teachers in Balangan Regency to analyze whether any correlation or not found among these variables.

II. RESEARCH METHOD

This study employed a quantitative approach. The design was a causal correlation design because this study aims to find causal correlations, especially on the variables that are regressed. Then, if any, how close the effect is and whether or not the effect is significant (Arikunto, 2016). The correlation was tried to find between the independent variable and the dependent variable particularly the correlation between teacher performance variables (Y), two independent variables (independent variables), namely emotional intelligence (X1), interpersonal communication (X2) and variables between work disciplines (Z) that can be seen in Figure 1.

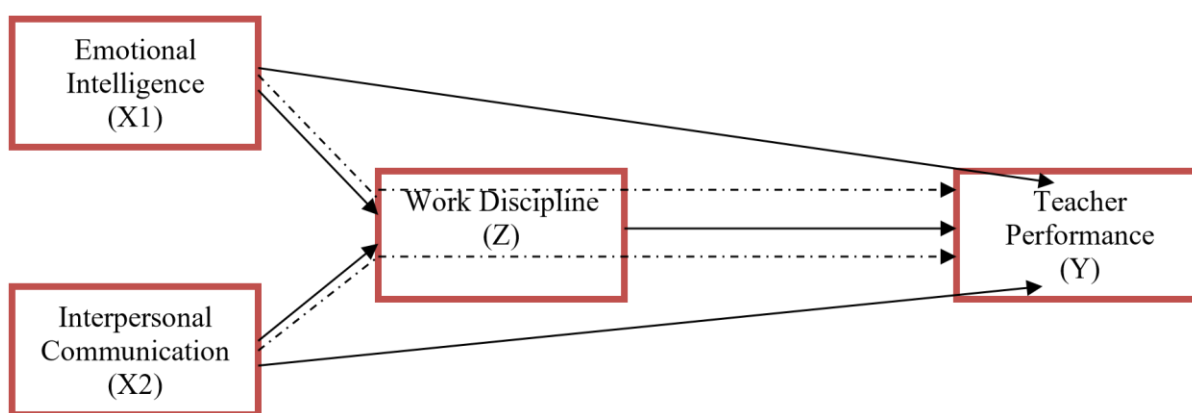


Figure 1. Research Plan for the correlations between Variables X1, X2, Z and Y

The population of this study was all MTs teachers in Balangan Regency consisting of 201 people from 7 schools. They were homogeneous. By using Slovin's formula (Ridwan, 2010) with a 5% confidence level, the obtained samples were 134 teachers. This sampling technique in this study used proportional random sampling because the sampling of population members in this study was carried out randomly without looking at the level that exist in the population (Notoatmodjo, 2011).

The steps taken on the data collection methods used in this study were data on Emotional Intelligence (X1), Interpersonal Communication (X2), and Work Discipline (Z) with Teacher Performance (Y) MTs in Balangan Regency. The data were obtained by using a questionnaire. Before the research instrument was used to collect data, it was tested to meet the requirements of free from validity and reliability problems.

This research used a quantitative research because it was characterized by statistical analysis using multiple regression techniques. The research design consists of two independent variables, one intermediate variable and one dependent variable. The data analysis process follows the following steps: (1) data description, (2) analysis requirements, and (3) hypothesis testing. The results of the data description are used as a reference to describe and describe the tendency of each research variable. To test the hypothesis, simple regression analysis and multiple regression were utilized. For the significant test, it uses a significance level of 0.05. If $t\text{-count} > t\text{-table}$, then H_0 is rejected, which means it is significant. On the other hand, if $t\text{-count} < t\text{-table}$, H_0 is accepted which means it is not significant. Furthermore, the data of this study was analyzed by using a path analysis with a path structure.

III. FINDINGS AND DISCUSSION

The data obtained in this study are data on Emotional Intelligence (X1), Interpersonal Communication (X2), and Work Discipline (Z) with Teacher Performance (Y). The details of the data obtained are the following data descriptions.

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Table 2. Summary of Hypothesis Testing Decisions H₁, H₂, H₃, H₄, & H₅

Hypothesis	p	Decision
H1 There is a significant positive correlation between emotional intelligence and teacher performance.	0.670	Accepted
H2 There is a significant positive correlation between work discipline and teacher performance.	0.551	Accepted
H3 There is a significant positive correlation between interpersonal communication and teacher performance.	0.453	Accepted
H4 There is a significant positive correlation between emotional intelligence and teacher work.	0.563	Accepted
H5 There is a significant positive correlation between interpersonal communication and teacher work discipline.	0.629	Accepted

Table 3. Summary of Hypothesis Testing Decisions H₆ and H₇

Hypothesis	Direct	Indirect	Decision
H6 There is an indirect positive correlation between emotional intelligence and teacher performance through work discipline	0.670	0.310	Accepted
H7 There is an indirect positive correlation between interpersonal communication and teacher performance through work discipline.	0.453	0.3465	Accepted

Based on these data, it can be seen that the majority in the 127-156 interval class in the high classification are 114 people or 85.07%. Based on these results, it can be stated that the work discipline of MTs teachers in Balangan Regency is in a high classification. Furthermore, the path analysis model of Emotional Intelligence, Interpersonal Communication and Work Discipline on Performance is presented in Figure 2.

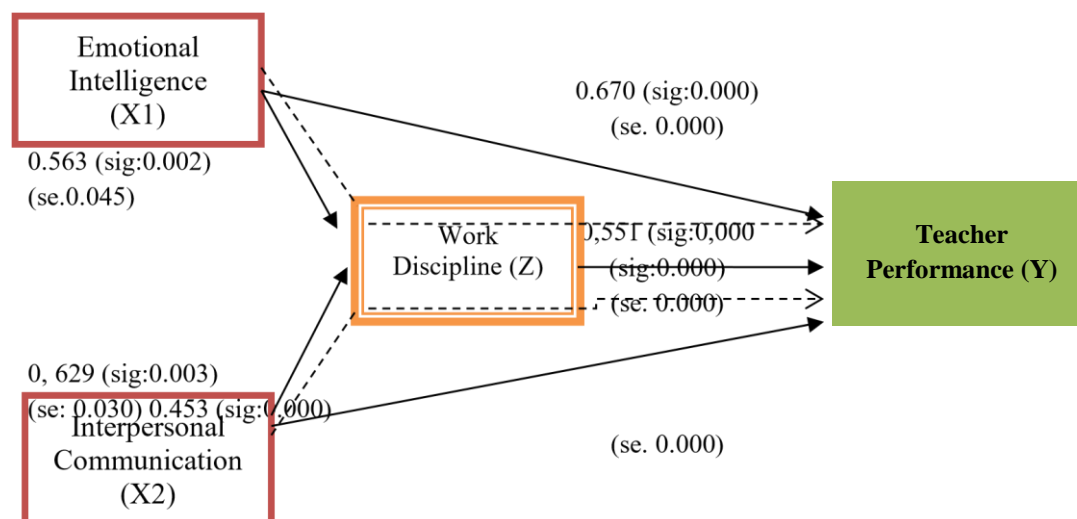


Figure 2. The Correlation Between Pathway Analysis of Emotional Intelligence, Interpersonal Communication and Work Discipline with Teacher Performance

Based on the results of the path analysis between Emotional Intelligence, Interpersonal Communication and Work Discipline on Teacher MTs Performance in Balangan Regency, the discussion of each hypothesis is given as follows:

A. The Direct Correlation Between Emotional Intelligence and Performance of MTs Teachers in Balangan Regency

The results of the analysis of this study indicate that there is a direct correlation between emotional intelligence and teacher performance. This is in accordance with the path coefficient value of 0.670. These results can be interpreted that there is a direct correlation between emotional intelligence and the performance of MTs teachers in Balangan Regency. According to Ginanjar (2010), emotional intelligence is the ability to feel. The key to emotional intelligence is the honesty of conscience. It is the conscience

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that should be the center of the principle that can provide a sense of security, guidance, strength and wisdom. When this is carried out in a work environment, it results in improved performance and success.

The results of this study reinforce the previous research conducted by Rachmawati & Abdullah (2013) who states that there is a strong correlation between emotional intelligence and teacher performance. Also, Retno (2015) stated that there is a positive and significant effect between emotional intelligence on teacher performance. This demonstrates teachers have strong emotional intelligence since it demonstrates his ability to control his own emotions and identify the emotions of others. Teachers are able to communicate their feelings in a healthy way in a learning atmosphere and keep themselves motivated to persevere in the face of challenges. A teacher who possesses strong emotional intelligence typically performs well, and vice versa. A teacher should essentially be extremely intelligent and emotionally intelligent in order to effectively use their emotions to better understand themselves and their working environments. The findings of this study are supported by previous research by Hidayat (2011). Emotional intelligence and spiritual intelligence effect on job satisfaction and employee performance (Study at the Education Quality Assurance Institute, West Nusa Tenggara) suggesting that emotional intelligence has a significant effect on performance.

B. The Direct Correlation Between Work Discipline and Performance of MTs Teachers in Balangan Regency

There is a direct correlation between work discipline and the performance of MTs teachers in Balangan Regency as evidenced by the path coefficient value of 0.551. With this result, it can be inferred that work ethics and the effectiveness of MTs teachers in Balangan Regency are directly related. Hasibuan (2016) defines discipline as a person's awareness and willingness to obey all applicable social rules and norms. Without good discipline, it is difficult for a person or organization to achieve its goals. Work discipline can mean an inner atmosphere in the form of feeling happy or unhappy, passionate or not passionate, and enthusiastic or not enthusiastic about doing a job. Work discipline is one of the factors that can affect the performance value. Thus, there is an attachment between work discipline and performance results. Therefore, it can be said that work discipline is one of the determinants of the success or failure of organizational goals. It can be concluded that work discipline is an obedience of an educator in carrying out all the rules or regulations that have been enforced at school with full awareness from within himself. The teacher is one of the keys to success in the learning process in the classroom. Thus, the teacher is part of the school organization, the self-discipline that a teacher has will greatly affect his performance. The teacher is the second parent in the school who is given the mandate to educate, train, guide and direct the potential of students in realizing what they aspire to. Teachers as educators must be able to provide the best performance education to students so that educational goals can be achieved optimally.

C. The Direct Correlation Between Interpersonal Communication and Performance of MTs Teachers in Balangan Regency

The results of the analysis of this study showed that there is a direct correlation between interpersonal communication and the performance of MTs teachers in Balangan Regency with the path coefficient value of 0.453. There is a direct correlation between interpersonal communication and the performance of MTs teachers in Balangan Regency. Interpersonal communication, which takes place face-to-face between numerous people and enables immediate verbal and nonverbal replies, is one sort of communication that is crucial. In order for it to function, communication must be reciprocal and produce immediate feedback in response to a message. Effective communication will be made possible via two-way communication and direct feedback. In general, excellent social relationships also come from an effective communication process. The method of communication, however, can occasionally be less efficient. As a result, there will be several effects that might result from the inadequate communication process. These results provide an explanation for how a person with strong interpersonal communication skills may actually hinder their own success. Due to his professional demeanor, a teacher who performs well typically has limited interpersonal communication. It does not require a lot of interaction and social correlations to be able to improve its performance. In line with previous research by Syaikhul (2017) about the effect of interpersonal communication on performance, there is a negative and significant effect between interpersonal communication and performance variables.

This study shows that interpersonal communication contributes negatively to teacher performance. The performance of a teacher will decline as interpersonal communication increases. The reduction in teacher effectiveness is caused by instructors' inability to communicate effectively. It can also be brought on by teachers receiving too many regulations (dictations) from superiors. For instance, a principal who imposes restrictions that are overly onerous on a teacher would cause boredom and have a bad effect on his performance. Additionally, a teacher who communicates too much or talks excessively may be hinting to poor or continued performance. They can boost their performance as a teacher, as opposed to instructors who do not use their abilities significantly. Therefore, it can be concluded that the teacher's interpersonal communication has a contribution that leads to a decrease in the level of teacher performance. These results also support the research conducted by Verdayanti (2009) which concludes that negative effects can occur due to the absence of supervision in filling out the questionnaire so that the filling process is not appropriate. Supervision is needed so that respondents fill in according to what they feel, if supervision is not carried out then

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respondents can fill in at random or respondents fill in more than once so that the research results do not match the facts on the ground.

D. The Direct Correlation Between Emotional Intelligence and Work Discipline of MTs Teachers in Balangan Regency

The results of the analysis of this study indicate that there is a direct correlation between emotional intelligence and the work discipline of MTs teachers in Balangan Regency which is indicated by the Standardized Coefficients Beta value of 0.563 with a significance value of $0.002 < 0.05$, then H_0 is rejected. Thus, there is a direct correlation between emotional intelligence and the work discipline of MTs teachers in Balangan Regency. Griffin (2004) defines work discipline as an attitude that reflects the extent to which a person performs a task very well at his job. Furthermore, Virk (2011) in his research showed that emotions play an important role in work discipline. Managers who have high emotional intelligence are better with their jobs than managers with low emotional intelligence. Gunduz et al, (2012) showed that emotional intelligence plays an important role in internal work discipline. Employees with high emotional intelligence have higher work discipline and their chances of leaving the company are lower than employees who have low work discipline (Nair et al., 2010). The results of the research by Chiva and Alegre (2008) entitled emotional intelligence and job satisfaction: the role of organizational learning capability show that emotional intelligence has a positive effect on work discipline. Good emotional intelligence will help someone control the emotional feelings that exist in him. According to Patton (2011), emotional intelligence is the ability to use emotions effectively to achieve goals, build productive correlations, and achieve success. When the goal has been achieved, then someone will be successful for the results that have been obtained. This means that emotional intelligence provides a correlation to teacher work discipline.

E. Direct Correlation Between Interpersonal Communication and the Work Discipline of MTs Teachers in Balangan Regency

There is a direct correlation between interpersonal communication and the work discipline of MTs teachers in Balangan Regency. It is indicated by the Standardized Coefficients Beta value of 0.629 with a significance value of $0.003 < 0.05$. Therefore, H_0 is rejected. There is a direct correlation between interpersonal communication and the work discipline of MTs teachers in Balangan Regency. Baron & Byrne (2017) states that among several variables that affect work discipline, one of them is the communication factor. Effective communication that occurs in an organization will be able to provide a comfortable atmosphere and create warmth at work. The research study conducted by Goldfarb & Aster (2013) concluded that there is a correlation between communication and work discipline, the correlation coefficient is 0.480. According to Aziz (2010), work discipline is related to interpersonal communication. The result of this research is that there is a correlation between interpersonal communication and work discipline.

Affective events theory a model states that events and atmosphere in the workplace cause emotional reactions on the part of employees which then affect attitudes and behavior at work (Robbins & Judge, 2013). Affective event theory is a theory that looks at how emotions and moods affect our work discipline (Weiss & Cropanzano, 1996). Work discipline is an attitude that results in a person or instructor being truly present at work and having positive interactions with colleagues. This implies that someone with greater emotional intelligence will also develop greater job discipline. Supportive coworkers are one of the many elements that contribute to work discipline. When coworkers cooperate and encourage one another, work discipline can develop. Employees can increase social support through interpersonal communication (Maulana & Gumelar, 2013).

F. Indirect Correlation Between Emotional Intelligence and Performance Through the Work Discipline of MTs Teachers in Balangan Regency

The results of the analysis of this study indicated that there is an indirect correlation between emotional intelligence and performance through the work discipline of MTs teachers in Balangan Regency as evidenced by the product of the beta value of the correlation between Emotional Intelligence (X1) and Work Discipline (Z) with the beta value of the correlation. The variable of Work Motivation (Z) on Teacher Performance (Y) is: $0.563 \times 0.551 = 0.310$. This means that there is an indirect correlation between Emotional Intelligence and Teacher Performance through the work discipline of MTs teachers in Balangan Regency.

The nature of a teacher's performance on the job is based on the amount and quality of work that is adjusted to a teacher's work in performing roles or tasks in accordance with the duties assigned to him. A teacher's ability to adapt to other people's emotions and their degree of emotion will make it simpler for them to adjust to social situations and the school environment, which will have an impact on how work discipline affects performance. The performance of teachers must be taken into account because they are a crucial component of the educational system. The indicators allow for the observation of teacher performance. A performance indicator is the capacity to organize, carry out, and evaluate learning. Numerous elements, including work ethic and emotional intelligence, will have a significant impact on how well teachers succeed in their roles. A teacher who feels satisfied with his or her work will, in turn, be enthusiastic about doing their tasks and will constantly strive to be better. Additionally, having strong emotional intelligence can assist other instructors who are underperforming in creating a high-performing workplace, which will subsequently improve their performance.

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Related to emotional intelligence Goleman (2016) conceptually describes that emotional intelligence is the ability to recognize one's own feelings and the feelings of others, the ability to motivate oneself and in relation to others. Research from Nas (2017) also proves the effect of emotional intelligence on teacher performance through work discipline. This means that work discipline and emotional intelligence contribute to the performance of teachers in carrying out their duties as educators.

G. Indirect Correlation Between Interpersonal Communication and Performance Through the Work Discipline of MTs Teachers in Balangan Regency

The results of the analysis of this study indicate that there is an indirect correlation between the Interpersonal Communication variable (X2) on Teacher Performance (Y) through Work Discipline (Z) which is the multiplication of the Interpersonal Communication beta value (X2) on Work Discipline (Z). With the beta value of the Work Discipline variable (Z) on the Teacher Performance variable (Y) namely: $0.629 \times 0.551 = 0.3465$, this means that there is an indirect effect of Interpersonal Communication (X2) on Teacher Performance (Y) through Work Discipline (Z) MTs Teachers in Balangan Regency.

According to Bacal (2015), performance is a continuous communication process which is carried out in partnership between a teacher and students with the occurrence of a good communication process between the principal and the teacher. Additionally, by working together, the instructor and students can hasten the pace at which the pupils comprehend the information being taught. This performance system offers extra value to schools so they can raise the standard of student learning.

The core of this interpersonal communication is that the communicator chooses the importance of the degree of the interpersonal association in addition to conveying the message's substance. Interpersonal communication is a crucial tool for creating harmonious connections across all spheres of life. Interpersonal communication is a factor that influences a teacher's performance in a significant way. Teachers who concentrate on their job will be at ease working with students and coworkers. A teacher will find it simple to engage with others, ask questions, share expertise with colleagues, and exchange views and opinions in order to become a better teacher. Additionally, this will immediately enhance the teacher's performance.

IV. CONCLUSION

Based on the results of the analysis and discussion of research results as described above, it can be concluded: The results showed that there were: (1) emotional intelligence, work discipline and teacher performance included in the very high classification and interpersonal communication high classification. (2) there is a direct correlation between emotional intelligence, interpersonal communication, work discipline, and teacher performance. (3) there is an indirect correlation between emotional intelligence, interpersonal communication, and teacher performance through work discipline.

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