

## **The Influence of Transformational Leadership, Emotional Intelligence through Job Satisfaction to Teacher Performance of Elementary School in Selat Kapuas**



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**ABSTRACT:** This study aims to analyze the direct relationship and indirect relationship between the influence of transformational leadership, and emotional intelligence through job satisfaction on the performance of teachers of SDN Selat District, Kapuas Regency. This research is correlational research using a quantitative approach. The study population was 244 elementary school teachers in public schools. The sample technique used Proportional random sampling was 152 people. Data analysis of this study used descriptive statistics with path analysis. Data collection was carried out using instruments consisting of transformational leadership (27 items), emotional intelligence (24 items), job satisfaction (20 items) and teacher performance (14 items). Test the validity and reliability of the data using Alpha Cronbach. The research data was analyzed using path analysis to see direct and indirect relationships between variables, by first conducting normality tests, linearity tests, multicollinearity tests and correlation tests. The results showed that there was an influence between (1) transformational leadership on teacher performance, (2) emotional intelligence on teacher performance, (3) job satisfaction on teacher performance, (4) leadership transformational on job satisfaction, (5) emotional intelligence on job satisfaction, (6) the influence of transformational leadership on teacher performance through job satisfaction, (7) the influence of intelligence emotional to teacher performance through job satisfaction.

**KEYWORDS:** Transformational leadership, emotional intelligence, job satisfaction, teacher performance

### **I. INTRODUCTION**

In the momentum of the industrial era 4.0, competition is very tight in building public trust to entrust students to be able to go to school in the best place. This belief arises along with parents' views on teacher performance in schools, often the community's view of good schools and having school achievements certainly has excellent teacher and superior performance. Based on the results of interviews and observations conducted through the principal and several teachers. Not yet growing optimal performance, this can be seen from the learning devices that are still using learning devices in the previous 5 years, besides that some teachers when carrying out learning still vent emotions to students in learning, so that the learning conditions provided are not optimal and tend to be stressful for students, this has an impact on the performance provided is not optimal. Conversely, schools that have positive teacher performance tend to have good leadership and positive emotional control of teachers. A teacher should be able to provide conducive teaching and learning conditions for students so that the learning provided is meaningful and the teacher is responsible for planning the learning of his students (Octavia, 2019: 26). The role of a school principal is needed in improving the performance of teachers in fostering morale in order to have a positive impact on the growth of the quality of education in schools. Pidarta's statement (2015: 2), stated that there are several factors that can contribute to teacher performance in carrying out their duties, one of which is the principal's leadership pattern. According to Suriansyah (2018: 91) explained that leadership is a factor in moving people to carry out handling, change and management, so as to provide good performance, therefore the principal when leading is not only a symbol of the leader but as a positive support system.

In an effort to improve teacher performance, transformational leadership ability is believed to improve teacher performance because it is able to influence subordinates and actively participate in achieving goals. The transformational leadership style emphasizes the importance of a leader creating a vision and environment that motivates subordinates to achieve beyond expectations (Rivai, 2012: 52). The results of Izzatunisa's (2021) research show that there is an influence of transformational leadership of school principals on teacher performance. Thus, the influence of transformational leadership styles can bring influence and positive impact to the performance of teachers.

A teacher can give good performance when able to control himself against the problems he faces. The ability to carry himself to the work situation he faces is known as the ability to control emotionally. This factor is closely related to emotional intelligence which has a role in the formation of solid and good teacher performance at work. According to Goleman (Fitroliana, 2022) states

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emotional intelligence is part of social intelligence. This intelligence involves an individual's ability to monitor social feelings and emotions in others, sort through them all, and use that information to guide their thought processes. That is, Emotional Intelligence has a relationship to a person's performance in addition to the influence of leadership style.

In addition, someone who has good performance in his job tends to be satisfied with the field of work he is in. This shows that another factor in fostering positive performance is satisfaction with work. According to Hasibuan, (2013: 202) job satisfaction is an emotional attitude that is pleasant and loves his job. This attitude is shown through performance at work. The relationship between job satisfaction and performance has an influence that makes teacher performance increase, this is because getting more comfortable and satisfied will certainly improve teacher performance (Sari, et al. 2022).

## II. METHODOLOGY

This research includes a quantitative approach. This study aims to describe and analyze the direct and indirect relationships between variables: transformational leadership, emotional intelligence, job satisfaction and teacher performance. The population of this study was all teachers in Public Elementary Schools in Selat District, Kapuas Regency totaling 244 people. The sample technique uses proportional random sampling technique, with a total sample of 152 people. Data collection was carried out using questionnaires consisting of transformational leadership variables

(Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration), emotional intelligence (self-awareness, self-management, social awareness and relationship management), job satisfaction (intrinsic factors and extrinsic factors) and teacher performance (lesson plan, implementation of learning, evaluation of learning). The data were arranged with a Likert scale that has been tested for validity and reliability using correlation. The data collected in the analysis uses path analysis to see direct and indirect relationships between variables, by first performing with normality tests, linearity tests, multicollinearity tests and correlation tests.

Data analysis uses path analysis to answer seven research hypotheses, namely: H<sub>1</sub>: there is a direct influence between transformational leadership on teacher performance; H<sub>2</sub>: there is a direct influence between emotional intelligence and teacher performance; H<sub>3</sub>: there is a direct influence of teacher performance on job satisfaction; H<sub>4</sub>: there is a direct influence between emotional intelligence and job satisfaction; H<sub>5</sub>: there is a direct influence between job satisfaction and teacher performance; H<sub>6</sub>: there is an indirect influence of transformational leadership on teacher performance through job satisfaction; and H<sub>7</sub>: there is an indirect influence of emotional intelligence on teacher performance through job satisfaction

## III. RESULTS AND DISCUSSION

Based on the results of data analysis and using path analysis, direct and indirect relationship coefficients were found. as illustrated below:

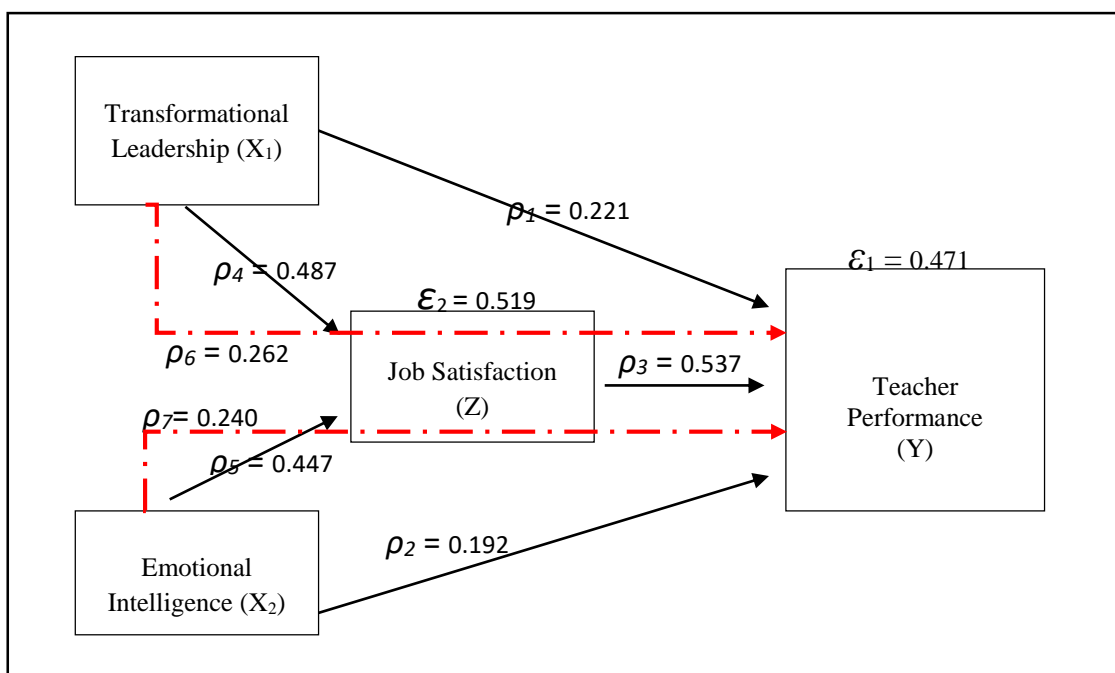


Figure 1. Path Analysis

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**Table 1. Summary of Hypothesis Testing Decisions H<sub>1</sub> H<sub>2</sub> H<sub>3</sub> H<sub>4</sub> H<sub>5</sub>**

Hypothesis		Sig	Decision
H <sub>1</sub>	There is a significant influence of Transformational Leadership on teacher performance	0.001	Accepted
H <sub>2</sub>	There is a significant influence of Emotional Intelligence on teacher performance	0.002	Accepted
H <sub>3</sub>	There is a significant influence of Transformational Leadership on Job Satisfaction	0,000	Accepted
H <sub>4</sub>	There is a significant influence of Emotional Intelligence on Job Satisfaction	0.000	Accepted
H <sub>5</sub>	A: There is a significant influence of Job Satisfaction on teacher performance	0,000	Accepted

**Table 2. Summary of Hypothesis Testing Decisions H<sub>6</sub> and H<sub>7</sub>**

Hypothesis		Immediately	Not Immediate
H <sub>6</sub>	There is an indirect influence of environment-based curriculum with the quality of learning through literacy learning	0.221	0.262
H <sub>7</sub>	There is an indirect positive relationship between teacher pedagogic competence and the quality of learning through literacy learning	0.192	0.240

Table 1 is a summary of decisions H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub> with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 2 is a summary of the decision to test hypotheses H<sub>6</sub> and H<sub>7</sub> for indirect relationships between variables calculated through the results of multiplication of variable coefficient X<sub>1</sub>, and X<sub>2</sub> through Z to Y. Based on the results of the analysis in Tables 1 and 2 above, in this study managed to find relationships between variables that can be explained as follows.

## A. The Direct Influence of Transformational Leadership on Teacher Performance

The results of the path analysis showed a Beta value of 0.221 with a significance value of 0.001 and t count of 3.455, which means that Transformational leadership has a direct significant influence on teacher performance in SD Negeri Se-District Selat Kapuas Regency. Transformational leadership according to Robbins, is able to influence subordinates towards organizational achievements that have been mutually agreed upon (Danim, 2012). That is, transformational leadership is able to transmit positive values to its people so as to create positive performance in its work units.

In its implementation, transformational leadership provides convenience in a clear vision and mission statement, the use of influenceive communication, providing intellectual stimulation and personal attention to problems faced by subordinates (Agustin, 2023; Danim, 2012; Erda, 2022; Fitrioliana, 2021; Nikezić, 2012; Suriansyah, 2019; Sari, 2022; Vitria, 2021).

## B. The Direct Influence of Emotional Intelligence on Teacher Performance

The results of the path analysis showed a Beta value of 0.192 with a significance value of 0.002 and t count 3.082 which means that the emotional intelligence of teachers directly has a significant influence on teacher performance in SD Negeri Se-Kecamatan Selat Kapuas Regency.

According to Goleman, emotional intelligence is a person's ability to regulate their emotions intelligently, including self-awareness, self-management, social awareness and the ability to relate (Darma, 2022) Another view from Hein, emotional intelligence is a potential that a person has to be able to feel, use, communicate, recognize, remind, describe emotions (Fitroliana, 2021). That is, the concept of emotional intelligence is a person's ability in self-awareness to recognize feelings and manage their emotions, so that it will have a good or bad impact on the performance of the work they do (Amelia, 2019; Darma, 2022; Erda, 2022; Fitroliana, 2021; Lyons, 2015; Patty, 2021; Suriansyah, 2019; Wu, 2019; Wijayati, 2020; Wahyudi, 2021; Yulida, 2021; Sari, 2022; Yati, 2016).

## C. The Direct Influence of Job Satisfaction on Teacher Performance

The results of the path analysis showed a Beta value of 0.537 with a significance value of 0.000, and t-count 7.188 which means that job satisfaction directly has a significant influence on teacher performance in SD Negeri Se-Kecamatan Selat Kabupaten Kapuas.

Robbins and Judge (Indrasari 2017: 38) stated that job satisfaction is a form of positive employee attitude towards their work, then job satisfaction is an attitude that occurs as an assessment of the work that has been done, meaning that someone who feels satisfied with the work he has now tends to have good performance to his organization, and vice versa.

The results of research show that teacher job satisfaction affects teacher performance, teacher job satisfaction can build positive teacher motivation so as to improve good performance (Ilyass and Abdullah, 2016; Hairiyati, 2022 Mukhtar, 2017; Soodmand, 2016; Sari et al, 2022; Suriansyah and Aslamiah, 2018; Suriansyah 2019; Wijayati et al, 2019; Wolomasi et al, 2020)

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### **D. The Direct Influence of Transformational Leadership on Job Satisfaction**

The results of the path analysis showed a Beta value of 0.487 with a significance value of 0.000, and t count of 8.472 which means that transformational leadership directly has a significant influence on job satisfaction in SD Negeri Se-Kecamatan Selat Kabupaten Kapuas.

The transformational leadership style seeks to inspire teachers, stimulate intellectually and show individual consideration to teachers, learners and parents. In short, transformational leaders have a proactive nature, so job satisfaction appears as an end result that is reflected in a person towards his feelings of like or dislike in doing work (Pebriani, 2019).

The results of Vitria's research (2021: 150) stated that the relationship of transformational leadership to job satisfaction showed a coefficient of determination R Square = 0.754; ( $F = 21.036$ ;  $p = 0.000$ ) means that there is a positive relationship of transformational leadership to job satisfaction of 75.4%. Other relevant research that states there is a direct influence between transformational leadership on job satisfaction is stated in research (Abidin, M., 2022; Amelia, 2019; Hasbulloh, 2023; Pebriani, 2019; Suriansyah 2015; Sasongko, 2020; Siraj, 2021; Vitria, 2021).

### **E. The Direct Influence of Emotional Intelligence on Job Satisfaction**

The results of the path analysis showed a Beta value of 0.447 with a significance value of 0.000, and t count of 7.767 which means emotional intelligence directly has a significant influence on job satisfaction in SD Negeri Se-District Selat Kapuas Regency.

The findings of research from Li and Long (Wen et al, 2019) found that organizational support has a relationship between employees' positive emotions and job satisfaction. When, employees work in positions that involve emotional abilities, it will gradually deplete their emotional, psychological, and physical energy. Under such circumstances, employees tend to feel work fatigue. However, with job satisfaction met through organizational support, employee burnout can recover and work tension can be reduced.

The result found that employee satisfaction is an emotional response to various aspects of the work that the individual is engaged in, meaning that an employee who gets high satisfaction will have a positive attitude towards work and employees with low employee satisfaction will have a negative attitude towards their work (Hasbulloh, 2023; Ouyang et al, 2019; Putu, 2017; Rachmelya and Suryani, 2017; Suriansyah and Aslamiah, 2018; Suriansyah 2019; Vrasklkh, 2016; Wen et al, 2019; Vitria, 2021)

### **F. Indirect Impact of Transformational Leadership on Teacher Performance Through Job Satisfaction**

The indirect influence of Transformational Leadership on Teacher Performance through Job Satisfaction is  $0.487 \times 0.537 = 0.262$  with a Z-Sobel value of 5.447. Bass argues that transformational leadership involves change in the organization Leadership is also defined as leadership that requires action in motivating subordinates to be willing to work for goals that are considered beyond their personal interests at the time. (Hartini, 2021). Meanwhile, the Minnesota Satisfaction Questionnaire (MSQ) theory states that job satisfaction is divided into internal and external factors. 1) Internal factors, among others: use of abilities, activities, promotions, achievements, authority, creativity, independence, social activities, responsibility, variety, social status, and morals. 2) External factors, among others: school, salary, co-workers, rewards, job security, supervision (operational), supervision (technical) and working conditions (Mangkunegara, 2011). From, the two previous opinions have a connection and it can be concluded that transformational leadership considers subordinates (fellow teachers) as the most important part of achieving the goals of the vision and mission in the school organization, so that in the context of transformational leadership will give special attention and flexibility to the people who develop their skills and expertise, with the hope that achieving goals in the organization will be faster and more impactful positive. Thus, the feeling of comfort and peace is felt by the bearers only because they are given the breadth to develop their profession. This is what makes the improvement of teachers' performance because the job satisfaction they feel indirectly has a positive impact on their organization.

### **G. Indirect Influences of Emotional Intelligence on Teacher Performance Through Job Satisfaction**

The indirect influence of Emotional Intelligence on Teacher Performance through Job Satisfaction is  $0.447 \times 0.537 = 0.240$  and the Z-Sobel value is 5.261, meaning that the emotional intelligence variable has an indirect influence through job satisfaction on the performance of public elementary school teachers in Selat District, Regency Kapuas.

This research, reinforced by previous research, such as Mandala (2018: 23) in his research showed that emotional intelligence variables have an indirect influence on employee performance through job satisfaction with a total influence of 32.4%. The existence of this indirect influence is shown by a significant value of t-count of 0.008 and a significant value of t-count on the influence of job satisfaction on performance of 0.000. Continued research, Novita (2019: 171) the results of the regression analysis conducted showed that the coefficient of the indirect path X 1 to Y through Z was 0.166. meaning that there is an indirect contribution between X<sub>1</sub> to Y through Z. Another researcher (Sibasopait, 2018)

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## IV. CONCLUSION

There is a direct influence between Transformational Leadership, Emotional Intelligence, Job Satisfaction and Teacher Performance. In addition to the direct relationship, there is also an indirect relationship between Transformational Leadership, Emotional Intelligence, Job Satisfaction and Teacher Performance.

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