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Research Article

The Relationship of Emotional Intelligence and Work Motivation through Work Discipline on the Performance of State Vocational High School Teachers in Banjarmasin City

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ABSTRACT

The government's vocational education program at State Vocational High Schools in Banjarmasin impacts teacher performance because, in addition to being implementers, teachers are also required to improve competence. Teacher competence related to performance will develop if Emotional Intelligence and Work Motivation play a role in teachers' daily activities in carrying out their duties. Emotional Intelligence and Work Motivation are determinants of Work Discipline, which will increase Teacher Performance. This study's objective is to: (1) Describe Emotional Intelligence, Work Motivation, Work Discipline, and Teacher Performance at State Vocational High Schools in Banjarmasin City, (2) Analyze the direct relationship: (a) Emotional Intelligence to Teacher Performance, (b) Work Motivation on Performance teachers, (c) Work Discipline on Teacher Performance, (d) Emotional Intelligence towards Work Discipline, (e) Work Motivation on Work Discipline (3) Indirect Relationship (a) Emotional Intelligence to Teacher Performance through Work Discipline, (b) Motivation Work on Teacher Performance through Work Discipline in Banjarmasin City Vocational School teachers. This research adopts a quantitative approach through a descriptive research type. The population in this study were 516 civil servant teachers at the State Vocational School of Banjarmasin City. This study's sample was taken with probability sampling using a simple random sampling technique of 225 people. Data were collected using a questionnaire and analyzed using path analysis with the SPSS 21 software application. The results showed that (1) the description of the classification: the variables of high emotional intelligence, high work motivation, high work discipline, and very high performance of the teachers of SMKN Banjarmasin City. (2) There is a direct relationship: (a) Emotional Intelligence to Teacher Performance (b) Work Motivation on Teacher Performance (c) Work Discipline on Teacher Performance, (d) Emotional Intelligence to Work Discipline, (e) Work Motivation on Work Discipline (3) There is an indirect relationship: (a) Emotional Intelligence to Teacher Performance through Work Discipline (b) Work Motivation on Teacher Performance through Work Discipline in SMKN teachers in Banjarmasin City. Suggestions for SMKN Banjarmasin City teachers to make more efforts to improve Emotional Intelligence, Work Motivation through Work Discipline to improve Teacher Performance both in terms of quantity and quality of work.

Keywords: Emotional intelligence, work motivation, work discipline, teacher performance

Introduction

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In developing vocational or vocational education in line with the link and match graduate users' competence, the Ministry of Education and Culture (Kemdikbud), by the Education and Culture Office of South Kalimantan Province, adjusts develops vocational education curricula at the secondary level. From using a supply-driven approach to change and adapt to being demand-driven. Its intention is so the world of business and industry to be more actively involved in the vocational education process at Vocational High Schools (SMK). This policy can be seen in line with vocational schools with strong connections to professional practice and strive to prepare their students to go directly to the job market (Misbah et al., 2019). Vocational schools focus on training students to face the job market in the future, the needs of companies that lead the market, and competition for experts or workers (Lytvyn et al., 2020). It is not surprising that internships and work-based learning have become recommended separate policies (Rintala & Nokelainen, 2020). Student performance in internships is generally based on training effectiveness in schools (Deutscher & Winther, 2018). Besides, as already mentioned, vocational schools also often experience changes due to policies and institutional structures at the national level (Cedefop, 2017). Policy changes often occur because quality assurance is an essential aspect of improving vocational school education, which is considered part of efforts to improve human resources (Munastiwi, 2015).

Based on the preceding, it can be seen that the Provincial Government of South Kalimantan gives priority to vocational education to produce skilled workers. They are ready to work for vocational students emphasized in vocational education, referring to Presidential Instruction No. 6 of 2016 on Vocational Revitalization. However, the absorption of skilled workers from SMK alumni is not fully realized in the business and industrial world (DUDI) in South Kalimantan Province. The dual system that combines vocational education with training providing workers lauded as a significant effort to mobilize young people for jobs in a country struggling with high youth unemployment (International Labour Organization, 2011).

Without an institutional framework that supports the manager/boss of the company engagement, recruitment is not that easy (Noelke & Horn, 2014). It could be attributed to the school-to-work transition related to many things, including the series of transitions that vary significantly between individuals (students) and countries (Brzinsky-Fay, 2007). As seen in Australia, the government made policies regarding job offers or vacancies to increase young workers (Mangan & Johnston, 1999). On the other hand, although vocational school graduates at first can quickly enter the job market and get relatively high salaries, in the end, they will also have to face public school graduates who often take their expertise positions (Middeldorp, Edzes, & Van Dijk, 2019).

The lacking concerning the absorption of vocational school graduates is influenced by the education system, a particular poor vocational record, weak relationships between schools and companies, and the high dropout rate before the completion of learning (Di Stasio, 2014). Without realizing it, their social condition and position in society can relate to the success of being incorporated in the job market (Benda, Koster, & van der Veen, 2019). Some companies consider differences in abilities and connections related to origin (class) social (Zwysen, 2016); (Triventi, 2013), which will also provide different outcomes or results even with the same qualifications. In a study found in Germany, parents who do not also work unconsciously influence their children's development, making it difficult for them to find work (Lindemann & Gangl, 2019) because this is closely related to social relations (Roth, 2013).

The training is an important thing to do to solve the lack of absorption of vocational school graduates in the job field (Moses & Wibawa, 2016), (Bonnal, Mendes, & Sofer, 2002). Of course, it relates to how teachers teach and place knowledge in activities, contexts, and cultures that can be used and developed in schools (Brown, Collins, & Duguid, 1989); (Grollman, 2008). In Indonesia, with the

DEP system, teachers can improve their quality by increasing their abilities and teaching concerning teaching skills and experience (Agung Panji, Kustono, Purnomo, & Elmunsyah, 2020).

According to the African Union, quality is a multidimensional concept that embraces the education system's functions and activities, including teaching and academic programs and teacher and student mobility (Ayonmike, Okwelle, & Okeke, 2015). Based on the description above, that teacher achievement has contributed to the formation of school quality. Schoolteacher achievement is based on motivation, job satisfaction, and performance in Banjarmasin City. This study confirms that there is a relationship between teacher motivation and performance, as well as between teacher achievement motivation and job satisfaction, between teacher performance and job satisfaction, and a relationship between achievement motivation and teacher performance. The variables of achievement motivation and emotional intelligence should be considered to improve teachers' performance in State Vocational High Schools in Banjarmasin.

The operational definition in this study, emotional intelligence, refers to the opinion of teachers who are said to have the emotional intelligence that will be able to control and control their emotions and even tend to have high work motivation and discipline in their duties as a teacher. Emotional intelligence described as the ability to monitor each other's emotions and to use personal information to maintain thoughts and behavior (Srivastava, 2013); (Petrides, Pita, & Kokkinaki, 2007), which can direct the social environment (Salovey, Mayer, & Caruso, 2004). Emotional intelligence incorporates personality factors into complete constructs, including empathy and happiness (Bar-On, Handley, & Fund, 2006). The dimensions of emotional intelligence, according to Goleman's (2015) opinion, are (1) Self-awareness (Emotional awareness, self-assessment, self-confidence). (2) Self-regulation (Self-control, Trustworthiness, Adaptability). (3) Self-motivation (Encouragement to behave better, Optimism). (4) Empathy (Understanding others, developing others, Service orientation, exploiting diversity). (5) Social skills (conflict management, leadership, collaboration, and cooperation). With emotional intelligence, a person can regulate the emotions of oneself, others, and also groups (Serrat, 2017), which affects teacher performance.

Teachers are crucial assets for the education success. It is because student learning outcomes and achievements depend on the teaching skills of teachers (Sudjana, 2002). In vocational or vocational schools, teachers with industrial experience and the ability to train and educate in a career perspective are, of course, highly prioritized (Bakar, 2018). There are several factors that affect teacher performance, including work motivation, spiritual intelligence, and emotional intelligence. The problem of teacher performance that usually occurs in schools is the inadequate competence, integrity and discipline of teachers related to classroom learning. The competencies that teachers should have are the ability to understand the material, organize learning programs, organize classes, use media, understand students, counsel, and tidy up school administration (Sardiman, 2007). The teacher's abilities are essential, such as their appearance as an individual who can be used as an example. For example, they appear disciplined and neat, responsible, and committed (Sagala, 2007). The result of effective teaching is the formation of good learners (students) (Uno & Nurdin, 2012).

Operationally, teacher work motivation is the things that move a teacher to work enthusiastically to get better performance (Poernamawijayai et al., 2018). According to Maslow's theory, a person's work motivation is closely related to meeting his life's needs (Jerome, 2013); (Stefan, Popa, & Florentina, 2020); (Tanner, 2020). This need theory will eventually lead to the concept of self-actualization (Daniels, 1982). Maslow summarizes his theory in a hierarchical pyramid with the order from the bottom being physiological needs, security, belonging, respect, to self-actualization (Taormina, 2013; Block, 2011; kenrick et al., 2010, Henwood et al., 2015; Logan & Everall, 2019).

Through Maslow's theory above, it can be concluded that if human needs are met, their work motivation will increase and even tend to be better. As for the dimensions of human

needs, in this context it is the teacher, namely: (1) Physiological Needs (Salary, Food and Drinking Allowances, Physical Needs), (2) Security Needs (Job Security, Health Benefits, Retirement Allowances), (3) Social needs (fair treatment, coworker relations, relationships with superiors, group relations, community recognition), (4) need for awards (awards for work performance, promotion of positions, recognition as individuals, (5) need for self-actualization (education and training, achievement, freedom of expression).

According to Wyckoff and Unel (1990) define that "work discipline is the awareness, willingness, and willingness to work with others to obey and submit to all applicable rules and norms. Work awareness is a voluntary attitude and a call to the teacher's duties and responsibilities of the Teacher ". The teacher obeys or does all his duties properly and does not obey his duties by compulsion. As Mustika (2017) added, "willingness to work is an attitude of a person's behavior and actions per the main task as a teacher. A teacher must have principles and maximize work potential so that other teachers follow them to instill a spirit of discipline in work". Work discipline does have a positive effect on employee performance (Kelimeda et al., 2018; Thoin, 2018; Mangkunegara & Waris, 2015), including teachers whose affective commitment has increased (Nurzanna & Purba, 2019).

The dimensions of work discipline are: (1) "Discipline towards official duties (obeying work regulations, preparing teaching completeness, carrying out basic tasks)," (2) "Discipline towards time (punctuality of duty time, utilizing time well, completing assignments on time)," (3) "discipline towards the work atmosphere (taking advantage of the school environment, building good relationships, maintaining a balance between rights and obligations)," (4) "discipline in serving the community (serving students, parents of students, the surrounding community)," (5) "discipline towards attitudes and behavior (paying attention to attitudes, behavior, and to yourself).

The preliminary observations results at several SMKN in Banjarmasin City towards permanent teachers show that some teachers pay less attention to their teaching assignments. It may be due to the teacher's lack of emotional intelligence that affects their work motivation and work discipline. It can be seen when the entrance bell rings; the teachers are late for class because they are busy chatting with friends of their profession. On the other hand, teachers only briefly enter the classroom and then leave again, and their students are asked to do assignments.

It shows that there needs to be a change in these teachers' mindset who prioritize their Intelligent Quotient over their Emotional Quotient to improve their work motivation and work discipline, resulting in performance increases. A teacher's positive or negative attitude towards work will affect his students' mindset because they are role models or role models. Based on the data and the background of the problem above, the authors are interested in examining the problem of "The Relationship Between Emotional Intelligence and Work Motivation, Through Work Discipline on the Performance of Public Vocational High School Teachers Banjarmasin."

Material and Methods

The study followed a quantitative approach. All data/information is in the form of numbers and analyzed by statistical techniques. This design is a descriptive correlational (Albert, 2017; Lakshman et al., 2000). This study intends to describe and find the relationship between many existing research variables, without any treatment found in experimental research. Therefore, it categorized this research into descriptive research, which attempts to describe the existing variables and is also intended to predict the closeness of the relationship between one variable and another (Koh & Owen, 2000).

This study uses four variables: emotional intelligence and teacher motivation are the independent variables and discipline variables and teacher performance are the dependent variable. This study uses a correlation technique. Correlational techniques are research which describes the relationship between two or more variables (Vinciullo & Bradley, 2009; Nilsson et al., 2017). Correlational research

seeks to determine how strong the relationship between two variables (Koh & Owen, 2000; Curtis, Comiskey, & Dempsey, 2016).

In-depth, the method used in this research is an explanatory survey method with a quantitative approach through correlation and path analysis. Path analysis is a research method primarily used to test the strength of direct and indirect relationships between variables. This analysis will test the magnitude of the influence shown by the correlation coefficient between emotional intelligence variables (X1), teacher work motivation (X2), and teacher work discipline as an intermediary variable (Z) on teacher performance (Y), in this study it is described as follows:

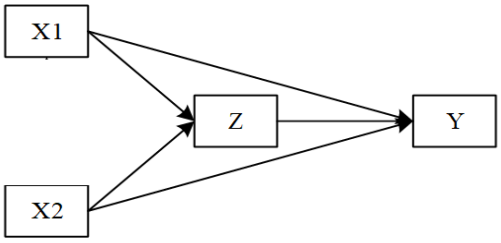

Figure 1. Research design

Per the research objectives and research design in Figure 1, there are seven hypotheses, namely:

Hypothesis H1: There is a relationship between emotional intelligence (X1) and teacher work discipline (Z).

Hypothesis H2: There is a relationship between teacher work motivation (X2) and teacher work discipline (Z).

Hypothesis H3: There is a relationship between emotional intelligence (X1) and teacher performance (Y).

Hypothesis H4: There is a relationship between teacher work motivation (X2) and teacher performance (Y).

Hypothesis H5: There is a relationship between teacher work discipline (Z) and teacher performance (Y).

Hypothesis H6: Teacher work discipline (Z) is an intermediary for the relationship between emotional intelligence (X1) and teacher performance (Y)

Hypothesis H7: Teacher work discipline (Z) is an intermediary for the relationship between teacher work motivation (X2) and teacher performance (Y)

The population in this study were all-state vocational school teachers in Banjarmasin. There are five schools with a total of 516 teachers.

Table 1 Population of State Vocational High Schools in Banjarmasin Municipality

No.	Schools	Total Number of Teachers
1.	State Vocational High School 1	86
2.	State Vocational High School 2	77
3.	State Vocational High School 3	92
4.	State Vocational High School 4	97
5.	State Vocational High School	164
Total		**516**

http://sekolah.data.kemdikbud.go.id/index.php/chome]

Samples were determined using the sample table as developed by Krejcie (need ref). It is because the members of the population in each school are considered relatively homogeneous, especially in terms of education and teacher teaching experience. Samples taken from the population must be truly representative or representative. The sample was using the Proportional Random Sampling technique, and the calculation used the formula:

$$n = \frac{N}{1 + N(d^2)} = \frac{516}{1 + 516(0.05^2)} = \frac{516}{2.29}$$
$$= 225,33 = 225$$

Information:
N = Population Size
n = Sample Size
d = the level of confidence desired
= 0,05

In order to be proportional, the sample determination of each State Vocational School in Banjarmasin uses the following formula: $\frac{Ni}{N} x\ n$ and the sample details are obtained as in the following table:

Table 2. Population and sample distribution

No	Schools	Total Number of Teachers	
		Population	*Sample*
1.	State Vocational High School 1	86	38
2.	State Vocational High School 2	77	34
3.	State Vocational High School 3	92	40
4.	State Vocational High School 4	97	42
5.	State Vocational High School 5	164	72
	Total	516	225

Results and Discussion

The description of emotional intelligence (X1) in State Vocational High Schools in Banjarmasin in this study, was carried out by providing a questionnaire whose contents provided several statements then the respondents chose one alternative from the five options provided, namely: Strongly Agree (SS), Agree (S), Sometimes (KK), Disagree (TS), Strongly Disagree (STS), with a score range of 1-5. The scoring for positive statements for each answer (SS) is a score of 5, (S) is a score of 4, (KK) is a score of 3, (TS) is a score of 2, (STS) is a score of 1. Data regarding teachers' emotional intelligence in SMKN throughout Banjarmasin City after the SPSS 21 process is as follows:

Table 3. Value of mean, median, standard deviation, variance, range, and minimum and maximum value of emotional intelligence variables.

Variable	N	Mean	Median	Stand Deviation	Variant	Range	Min	Max
Emotional Intelligence	225	160.19	160.00	11.60	134.62	74	118	192

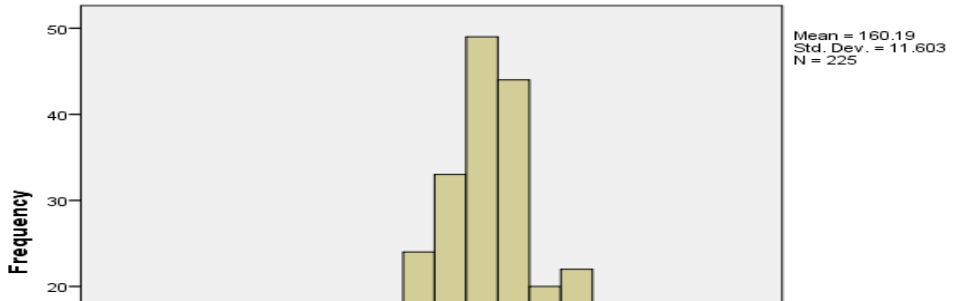

Figure 2. Histogram graph emotional intelligence (X1)

Table 4. Percentage of emotional intelligence scores in state vocational high schools in Banjarmasin City

Interval	F	%	Emotional Intelligence
Score ≥ 147	210	93.33	High
93 ≤ score < 147	15	6.67	Moderate
Score < 93	0	0	Low
Total	225	100.00	

Source: primary data processed, 2020

Based on table 4, most of the emotional intelligence scores are at a score of 147 and above, as many as 210 teachers or 93.33%, which means that most of the teachers of State Vocational Schools throughout Banjarmasin have high emotional intelligence. Furthermore, the emotional intelligence score is at a score of 93 ≤ scores <147, namely 15 teachers, or 6.67%, have average emotional intelligence, and no teacher or 0% have low category emotional intelligence. Thus, it can be interpreted that in general, the teachers of State Vocational High Schools throughout Banjarmasin City have high emotional intelligence scores.

Based on the table of the percentage of answers per item on the emotional intelligence questionnaire (complete data attached), it can be seen as follows:

a. The self-awareness sub variable obtained a strongly agree as 32.22%; agree as 45.67%; sometimes as much as 21.89%; disagree only 0.22% and strongly disagree as 0%.
b. The self-regulation sub variable obtained a strongly agree as 39.17%, agree as 42.00%, sometimes at 18.78%, disagree as 0.06%, and strongly disagree as 0%.
c. The self-motivation sub variable obtained a strongly agree as 43.17%; agree as 39.61%; sometimes 17.17%; disagree as 0.06%, and strongly disagree as 0%.
d. The empathy sub variable obtained a strongly agree as 52.11%; agree as 34.72%; sometimes as 13.17%; disagree and strongly disagree as both 0%.
e. Sub-variable social skills obtained strongly agree as 49.56%, agree as 37.39%, sometimes at 13.00%, disagree as 0.06%, and strongly disagree as 0%.

Data regarding teachers' work motivation in SMKN throughout Banjarmasin City after the SPSS 21 process as follows:

Table 5. Value of mean, median, standard deviation, variance, range, and minimum and maximum value of teacher work motivation variable.

Variable	N	Mean	Median	Stand Deviation	Variant	Range	Min	Max
Teacher Work Motivation	225	160.18	160.00	15.02	225.89	82	111	193

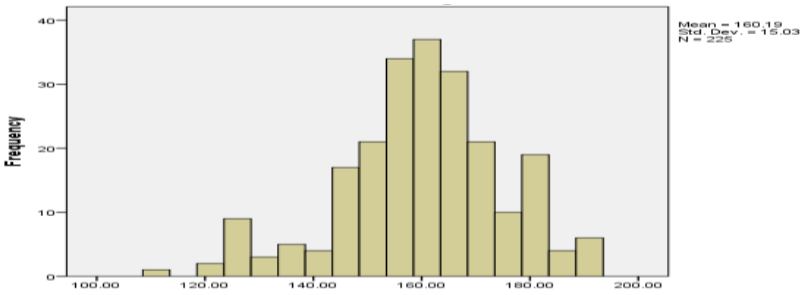

Figure 3. Histogram graph of teacher work motivation (X2)

Table 6. The percentage of work motivation scores for state vocational school teachers in Banjarmasin

Interval	F	%	Motivation
Score ≥ 147	194	86.22	High
93 ≤ score < 147	31	13.78	Moderate
Score < 93	0	0	Low
Total	225	100.00	

Source: primary data processed, 2020

Based on table 6, most of the teacher work motivation scores, as many as 194 teachers or 86.22%, are at high teacher work motivation, and 35 teachers, or 15.56%, moderate teacher work motivation. There are no teachers, or 0% are at low teacher work motivation. Thus, based on these data, it can be interpreted that in general, the teachers of State Vocational High Schools throughout Banjarmasin have high teacher work motivation scores.

Based on the table of the percentage of answers to the teacher work motivation questionnaire (complete data attached), it can be seen as follows:

a. The physiological needs sub variable obtained a strongly agree as 23.94%; agree as 48.83%; sometimes as 26.72%; disagree as 0.50% and strongly disagree as 0%.
b. The need for security sub-variable obtained a suitable choice of 27.33%, agree as 47.17%, sometimes at 25.06%, disagree as 0.44%, and strongly disagree as 0%.
c. Sub varying social needs, obtained a strongly agree as 28.72%; agree as 42.11%; sometimes at 28.83%; disagree as 0.33%, and strongly disagree as 0%.
d. The self-esteem sub variable obtained a strongly agree as 32.94%, agree as 37.39%, sometimes at 29.22%, disagree as 0.44%, and strongly disagree as 0%.
e. Self-actualization needs sub-variables, obtained a strongly agree as 33.00%; agree as 36.39%; sometimes at 30.11%, disagree as 0.22%, and strongly disagree as 0%.

Data regarding teachers' work discipline in SMKN throughout Banjarmasin City after the SPSS 21 process is as follows:

Table 7. Value of Mean, Median, Standard Deviation, Variant, Range, and Minimum and Maximum Value of Teacher Work Discipline variables.

Variable	N	Mean	Median	Stand Deviation	Variant	Range	Min	Max
Teacher's Work discipline	225	170.52	172.00	12.31	151.62	67	127	194

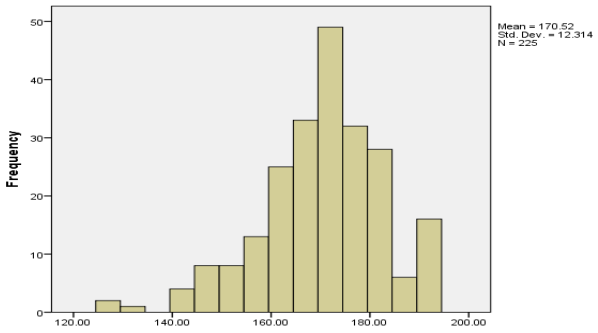

Figure 4.Histogram graph of teacher work discipline (Z)

Table 8. Percentage of work discipline score for public vocational school teachers in Banjarmasin city

Interval	F	%	Teacher Performance
Score ≥ 147	215	95.56	High
93 ≤ score < 147	10	4.44	Moderate
Score < 93	0	0	Low
Total	225	100.00	

Based on table 8, it can be seen that most of the teacher work discipline scores, as many as 215 teachers or 95.56%, are in high teacher work discipline, ten teachers or 4.44% are in moderate teacher work discipline, and there are no teachers or 0% are in low teacher work discipline. Thus, based on these data, it can be interpreted that in general, the teachers of State Vocational High Schools throughout the city of Banjarmasin have high teacher work discipline scores.

Based on the percentage table of answers to the teacher work discipline questionnaire (complete data attached), it can be seen as follows:

a. Sub variable discipline on the task obtained a strongly agree as 32.22%; agree as 45.67%; sometimes as 21.89%; disagree as 0.22%, and strongly disagree as 0%.
b. Sub-variable discipline on time obtained strongly agree as 39.17%; agree as 42.00%; sometimes as 18.78%; disagree as 0.06%, and strongly disagree as 0%.
c. The sub-variable of discipline on work atmosphere obtained a strongly agree as 43.22%; agree as 39.61%; sometimes at 17.11%; disagree as 0.06%, and strongly disagree as 0%.
d. Serving the community of discipline subvariables obtained a strongly agree as 52.06%; agree as 34.72%; sometimes as 13.22%; disagree and strongly disagree as 0%.
e. Attitudes and behavior of discipline subvariable obtained a strongly agree as 49.56%; agree as 37.39%; sometimes as 13.00%; disagree as 0.06% and strongly disagree as 0%.

Data regarding teachers' performance in SMKN throughout Banjarmasin City after the SPSS 21 process as follows:

Table 9. Value of mean, median, standard deviation, variance, range, and minimum and maximum value of teacher performance variables.

Variable	N	Mean	Median	Stand Deviation	Variant	Range	Min	Max
Teacher's performance	225	46.94	49.74	2.9600	8.7616	11	44	55

Table 10. Classification of teacher performance

No.	Interval	Frequency	Percentage	Classification
1.	Score ≥ 42	225	100%	High
2.	28 ≤ score < 42	0	0 %	Moderate
3.	Score < 28	0	0 %	Low
	Total	225	100%	

The SMK Negeri Banjarmasin city teachers' performance is very high in the table above, namely 100% of the 225 respondents. The description of the average score of the subvariable performance of teachers of the Banjarmasin City Vocational Schools reached 3.463 as a whole. To determine the relationship between emotional intelligence, teacher work motivation, work discipline with the performance of teachers of State Vocational High Schools throughout Banjarmasin, the data obtained tested for normality and homogeneity tests using Microsoft Excel and SPSS version 21.

Normality Test: The normality test aims to determine whether the data collected is typically distributed. This discussion used "The Kolmogorov-Smirnov Test Output Normality".

The data is declared as generally distributed if the significance is more significant than 0.05. The tested data for normality using the SPSS version 21 shown in the table below:

Table 11. The output of the kolmogorov-smirnov test normality

		x1	x2	z	y
N		225	225	225	225
Normal Parameters[a,b]	Mean	159.8622	160.1867	170.5200	46,941
	Std. Deviation	11.35010	15.02976	12.31364	8.76168
Most Extreme Differences	Absolute	.078	.067	.086	.073
	Positive	.078	.050	.047	.063
	Negative	-.058	-.067	-.086	-.073
Kolmogorov-Smirnov Z		1.166	1.011	1.284	1.095
Asymp. Sig. (2-tailed)		.132	.259	.074	.181

a. Test distribution is Normal; b. Calculate from data

The result of Kolmogorov Smirnov's (K-S) analysis was 1.095, while the asymp.sig (2-tailed) 0.181 showed insignificant condition. It means that the residual data is typically distributed. The normality of data presented in a curve where the points distribution is around the diagonal line, as follows:

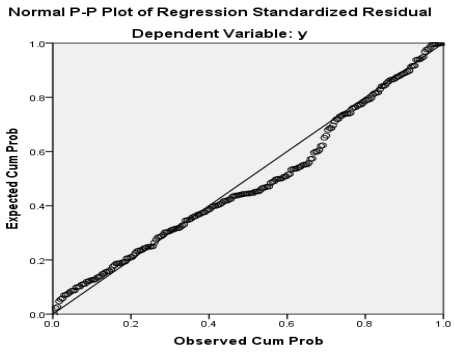

Figure 5. Probability plot normality test

A homogeneity test is to determine whether several population variants are the same or not. This test is a prerequisite for the analysis of the independent sample t-test and ANOVA. The underlying assumption in the variance (ANOVA) is that the population variants are the same. As a test criterion, if the significance value is more than 0.05, it can be said that the variants of two or more data groups are the same.

Table 12. ANOVA homogeneity test

		Sum of Squares	df	Mean Square	F	Sig.
Emotional intelligence	Between Groups	8458.232	39	216.878	1.967	.072
	Within Groups	20398.497	185	110.262		
	Total	28856.729	224			
Work motivation	Between Groups	10595.261	39	271.673	1.256	.161
	Within Groups	40004.899	185	216.243		
	Total	50600.160	224			
Work discipline	Between Groups	18454.953	39	473.204	5.645	.093
	Within Groups	15509.207	185	83.834		
	Total	33964.160	224			

From the results above, the significance of 0.072, 0.161, and 0.093 are more than 0.05. It means that emotional intelligence, motivation, and work discipline data groups have the same variants. The Levene Statistic figures show that the smaller the value, the greater the homogeneity. A summary of the results' interpretation of the path analysis results shown in the following table.

Table 13. Structural 1 emotional intelligence, work motivation on work discipline

Variable	Path Coefficient	T	P	R^2
Emotional intelligence	0.487	7.921	0.000	0.244
Work motivation	0.521	2.342	0.023	

Based on the table above, the results of the path analysis on structure 1 indicate that the correlation between the emotional intelligence variable (X1), work motivation (X2) on work discipline (Y) is obtained by the path coefficient value of emotional intelligence, namely 0.487 with the number P = 0,000. Thus, number P = 0,000 < α = 0,05 (Sig = 0,000 < 0,05). The coefficient value of the work motivation path is 0.521 with the number P = 0,023 Therefore, the number P = 0,000 < α = 0,05 (Sig = 0,000 < 0,05) with the coefficient of determination (r^2) = 0,244 or 24,4%.

Table 14. Structure 2 emotional intelligence, work motivation, work discipline on teacher performance

Variable	Path Coefficient	T	P	R^2
Emotional intelligence	0.155	2.430	0.016	
Work motivation	0.116	2.065	0.040	0.369
Work Discipline	0.477	7.757	0.000	

Based on the table above, the results of the path analysis on structure 2 show that the correlation of the emotional intelligence variable (X1), work motivation (X2) and work discipline (Z) on Teacher Performance (Y) is obtained by the path coefficient value of emotional intelligence (X1), namely 0.155 with number P= 0,016. Therefore the number P = 0,000 < α = 0,05 (Sig = 0,000 < 0,05.

The coefficient value of the pathway of work motivation (X2) is 0.116 with the number = 0,040 and the coefficient value of the pathway for work discipline (Z) is 0.477 with the number P = 0.000. Therefore the number P = 0,000 < α = 0,05 (Sig = 0,000 < 0,05) with the coefficient of determination (r^2) = 0,369 atau 36,9%.

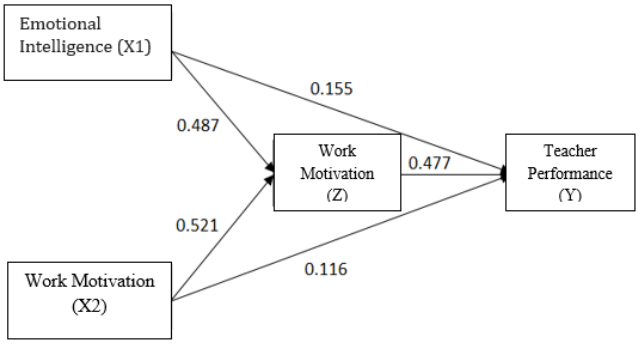

Figure 6. Path coefficient

The final difference test to test the moderation relationship is to model the independent variable's absolute difference value. The following will present the results of the final difference test:

a. The relationship between Emotional Intelligence (X1) and Teacher Performance (Y) is through an intermediary variable, work Discipline (Z).
   The regression equation of the Relationship of Emotional Intelligence (X1) to Teacher Performance (Y) through Work Discipline (Z) as an intermediate variable is:
   $Y = 55.253 + 2.409X1 + 0.803X2 + 0.199 \left| ZX1 - ZX3 \right|$

   Based on the table and equation results below, p-value = 0.551, it can be determined whether the null hypothesis (Ho) is rejected because the p-value is> 0.05. Ho is accepted, and Ha is rejected, meaning that work motivation does not average emotional intelligence on teacher performance. Thus, hypothesis 6, which states that work motivation moderates the relationship between emotional intelligence and teachers' performance in State Vocational High Schools in Banjarmasin, is proven.
b. Relationship of Work Motivation (X2) to Teacher Performance (Y) through Work Discipline (Z) is as an intermediary variable.
c. The regression equation of the Relationship of Work Motivation (X2) on Teacher Performance (Y) and Work Discipline (Z) as an intermediary variable is:

   $Y = 55.236 + 1.800X1 + 0.123X2 + 0.256 \left| ZX2 - ZX3 \right|$

The results of the table and equation above show that p-value = 0.588. It can determine whether the null hypothesis (Ho) is accepted for p-value <0.05, Ho is rejected, and Ha is accepted. It means that work motivation affects teacher performance through work discipline.

Thus hypothesis 7, the relationship between work motivation and teacher performance through work discipline is proven.

Table 15. Summary of hypothesis testing decisions of hypothesis H_1, H_2, H_3, H_4 and H_5

Hypothesis	P	Decision
H_1: There happens a positive relationship between emotional intelligence and the performance of state vocational school teachers in Banjarmasin	0.016	Ho rejected
H_2: There happens a positive relationship between work motivation and the performance of teachers of State Vocational Schools in Banjarmasin	0.040	Ho rejected
H_3: There is a relationship between work discipline and the performance of State Vocational School teachers throughout Banjarmasin	0.000	Ho rejected
H_4: There is a relationship between emotional intelligence and work discipline of SMK Negeri teachers in Banjarmasin	0.000	Ho rejected
H_5: There is a relationship between work motivation and work discipline of teachers of State Vocational Schools in Banjarmasin	0.023	Ho rejected

Table 16. Summary of hypothesis testing decisions of hypothesis H_6 and H_7

Hypothesis	Relationship Coefficient		Decision
	Direct	*Indirect*	
H_6: Work discipline is an intermediary for the relationship between emotional intelligence and performance	0.155	0.232	Ho rejected
H_7: Work discipline is an intermediary for the relationship between work motivation and performance	0.166	0.248	Ho rejected

Conclusions and Recommendations

Based on the study, it concluded that the description of emotional intelligence, work motivation, work discipline, and performance of teachers of State Vocational Schools in Banjarmasin is in the high classification. Emotional intelligence has a positive and significant correlation with teachers' performance in State Vocational Schools in Banjarmasin. Teacher work motivation correlates with the performance of teachers in State Vocational High Schools throughout Banjarmasin. The teacher work discipline correlation with the performance of teachers in State Vocational Schools in Banjarmasin. Teachers' emotional intelligence positively and significantly correlates with teachers' work discipline in State Vocational Schools in Banjarmasin. Teacher work motivation positively correlates with teachers' work discipline in State Vocational Schools in Banjarmasin. Work discipline is an intermediary for the relationship between emotional intelligence and the performance of teachers in State Vocational High Schools in Banjarmasin City. Work discipline is an intermediary for the relationship between work motivation and State Vocational School teachers' performance in Banjarmasin City.

Principals must realize that emotional intelligence has a significant relationship in affecting teacher work motivation and work discipline. Principals should strive for special activities and programs to improve teachers' emotional intelligence so that it will affect teacher work motivation and work discipline in

the teaching and learning process. One of the programs and activities that the Principal can carry out is holding a teacher discipline guidance program through workshops held by collaboration with the Education Office.

Improving teacher work discipline can be done through personality competency development, namely (1) Providing understanding and motivation to have a personality to act per prevailing social and ethical norms. (2) Providing an understanding of the importance of independence and having a high work ethic. (3) Provide an understanding of acting and thinking openly and practical actions. (4) An authoritative personality by fostering behavior that has a positive effect on students.

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