


The Relationship between Interpersonal and Emotional Intelligence on Teacher Performance

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ARTICLE INFO	ABSTRACT
<p>Article History</p> <p>Revise: June Accepted: August Accepted: September</p> <p>Keywords: Interpersonal Intelligence, Emotional Intelligence, Teacher Performance</p>	<p>Emotional intelligence is influenced by social, environmental factors which also contribute to interpersonal intelligence. Teachers are always faced with a variety of problems both as educators and coaches for developing skills. Their performance is reflected in the first stage results of the 2018 Teacher Competency Test, where data obtained from the Banjarmasin Municipal Education Office shows that out of a total of 142 teachers, 39.22 showed emotional and interpersonal intelligence. This study, therefore, aims to discover the relationship between Interpersonal and Emotional Intelligence following Teacher Performance. An explanatory and quantitative approach was used to obtain and analyze data, which shows a high similarity between Interpersonal Intelligence and performance, with very strong significance to emotional intelligence. Also, there is an important relationship between Emotional Intelligence and teacher performance, which is attributed to the similarities shared by Interpersonal and Emotional Intelligence. Therefore, schools are expected to increase the availability of teaching aids, infrastructure, and facilities for teachers, in the learning implementation processes.</p> <p>Keywords: Interpersonal Intelligence, Emotional Intelligence, Teacher Performance</p>
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I. Introduction

The level of excellence amongst Indonesians is largely determined by educational factors with the best quality of human resources produced assuming the quality of education is very high. The system is structured to churn out God-fearing, noble, healthy, knowledgeable, creative, independent, responsible, and capable students to become democratic citizens. To produce the best of human resources, the teacher is required to discharge their duties effectively. There are numerous factors that influence high performance, some of which include Emotional and Interpersonal Intelligence.

Furthermore, according to Bolognese (2002), environmental changes that occur quickly tend to force organizations to survive. These changes could be economic, political, social, or technological with a strong influence on organizations. Therefore, improvements must be made to ensure they survive in competition and make changes which are capable of leading them to an effective direction. In addition, a good organizational change tends to promote teamwork amongst members of an organization. However, it should also be known that not everyone has the capability of working as team members.

Furthermore, Boyatzis and Ron (2001) research showed that it is not easy to determine the right person for an organization, as it requires more than just good education and talent. There are some psychological factors that underlie the relationship between a person and their organization. These factors influence their management, optimistic, intelligence (intelligence quotient), organization (emotional quotient), and retentive ability without being carried away by emotions and circumstances in the work environment.

According to Goleman (2000), this ability to manage one's self emotionally is called Emotional Intelligence. This accounts for 80% of one's success, while the other 20% is determined by IQ (intelligence quotient). Martin (2000) and Trihandini (2005) stated that emotional intelligence has a positive and significant influence on employee performance. The term was coined from the concept of social intelligence proposed by Thorndike (1920), by dividing three areas of intelligence, namely abstract (the ability to understand and manipulate verbal and mathematical symbols), concrete (the ability to understand and manipulate objects) and social (ability to connect with others). People with high emotional intelligence are able to understand themselves and others, and this helps them

to overcome problems with the environment and work life. (Wong et al., 2005).

According to Rachmadinoor, school principals should be able to act as educators, managers, administrators, supervisors, leaders, innovators, and motivators, because each of these roles play specific functions and goals in improving the quality of education in schools easily (Rachmadinoor, 2018).

Consequently, Djamarah (2002), stated that the teacher plays an important role in the education process as a teacher or an educator. As a teacher, their job is to transfer knowledge to students using several learning materials while as educators they guide and nurture students to become capable, active, creative, and independent human beings.

However, educative work is often seen as tedious due to the working conditions (which involve lots of bureaucratic tasks), socio-economic burdens, the challenges associated with increasing closely related careers and no guarantee of welfare rights (Suriansyah, 2014). Farber (Sutjipto, 2002) suggested that students' ignorance, insensitivity to school supervisors, uncaring parents, lack of community appreciation towards teachers, public criticism, unwanted work shifts, overcrowded classes, excessive paperwork, poor infrastructure, loss of autonomy, and inadequate salary are some of the social-environmental factors that contribute to Interpersonal Intelligence which affects Emotional Intelligence and eventually reduce teacher performance.

School-based management has been implemented in Alalak Selatan primary and elementary schools in Banjarmasin. This is believed in helping influence decision, and policymaking, thereby improving the relationship as well as accountability between school and the community. The quality of education is well underway and has met the criteria and standards for school education. (Alamsyah, 2019)

The results of the study have shown a significant relationship between emotional and spiritual intelligence, with teacher work motivation. Nonetheless, in the indirect relationship, no significance was found, and as a result of this, the teaching job is accompanied by numerous difficulties. (Rahmawati, 2019)

Teachers act as educators to help develop the values of life, by passing on the knowledge of science and technology and developing the skills of the students. Emotional intelligence positively influences their performance rate by 33.4% and also contributes to effective work by 49.9%. (Karsa, 2018). It has also indirectly contributed to the performance of teachers in SD Negeri Barambai sub-district by 0.499. This means

that when a teacher's emotional intelligence is high, their work effectiveness improves in the public elementary schools in Barambai District and vice versa.

According to Suriansyah, 2018, the guidance of supervisors during academic activities, influences the teacher's work commitment and motivation rate. Nonetheless, this does not affect the indirect relationship between emotional intelligence and performance.

Work commitment contributes to achievement motivation with a significant rate of $0.000 < 0.05$, which means that it is influenced by the achievement of Banjar District Social Service. It is 31.9% of the employee's contribution, which means that other variables affect the achievement motivation variables. However, further research needs to be conducted to determine the variables. (Ifansyah, 2018).

2. Methodology

This research employs an explanatory and quantitative approach, with a total number of 33 teachers from Banjarmasin city utilized. Data was collected through questionnaires, interviews, observations, examinations, and documentation, with the research analysis conducted through normality, linearity, and homogeneity tests. Furthermore, hypothesis testing was conducted using path analysis and the SPSS 21 program.

3. Results and Discussion

Testing Requirements for Analysis

I. Normality Test

Normality tests are conducted to determine the normal distribution in the regression model, independent or dependent variables. This result is conducted by observing the One-Sample Kolmogorov-Smirnov Test value from the following SPSS outputs as follow:

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		33
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.52452539
Most Extreme Differences	Absolute	.086
	Positive	.085
	Negative	-.086
Kolmogorov-Smirnov Z		.495
Asymp. Sig. (2-tailed)		.967

a. Test distribution is Normal.

b. Calculated from data.

Figure 1. The Normality Test Output

The significant value shown in the output result of SPSS 21 is 0.967, with the variable data normally distributed due to its greater significant rate of 0.05. The test of data normality distribution in the Interpersonal Intelligence variable is seen in the following figure:

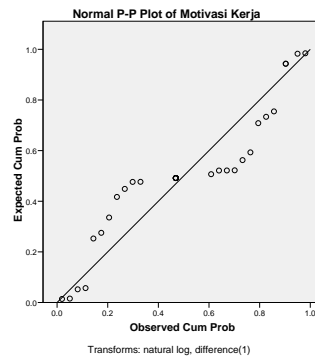


Figure 2. The Normality Test Output

The significant value shown in the output, result of SPSS 21 is 0.967. It states that variable data is normally distributed because it has a value greater than a significant rate of 0.05.

The test of the data normality distribution in the Interpersonal Intelligence variable is seen in the following figure as follows:

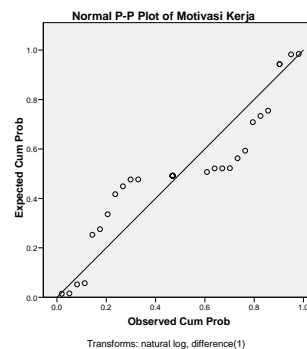


Figure 3. Output Variable Test of Interpersonal Intelligence Normality

The data distribution on the Interpersonal Intelligence variables of figure 4.3 is normally distributed, because the entire point movement follows a diagonal line, from the lower left to the upper right.

Tests of the data distributions normality in Interpersonal intelligence variables is seen in the following figure as follows:

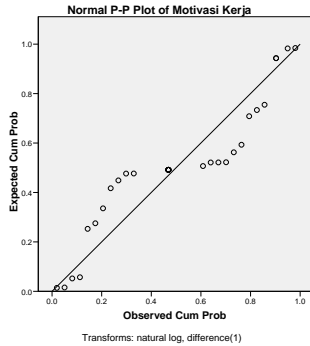


Figure 4. Variable Test Normality of Emotional Intelligence Output

Based on the figure above, the data distribution on the Interpersonal intelligence variable is normally distributed, since the movement of all points follows a diagonal line, from the lower left to the upper right.

The test of data normality distribution in teacher performance variables is also seen in the figure below:

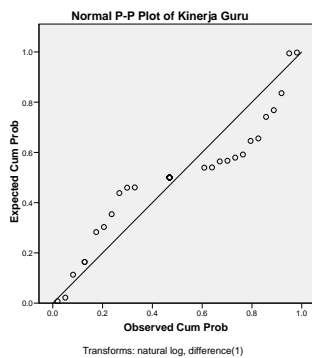


Figure 5. Variable Test Normality of Teacher Performance Output

Based on the figure 4.5, the data on these variables are normally distributed, as the movement of all points follows a diagonal line, from the lower left to the upper right.

2. Linearity Test

Linearity tests are conducted using ANOVA analysis regarding the value of linearity on the relationship between independent and dependent variables. The output results of SPSS in linearity tests are:

Bound	Unbound	Sig.	Relations
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Teacher Performance (Y)	Interpersonal Intelligence (X ₁)	0,000	Linear
	Emotional Intelligence (X ₂)	0,000	Linear

Primary Sources (2019)

Figure 6. Linearity

Based on the results of linearity tests on the table, there is a significant value obtained from each relationship between the Interpersonal Intelligence variable (X₁) and Emotional Intelligence (X₂) which is lower than the significant level of 0.05. Therefore, the independent variables in this study have a linear relationship.

Hypothesis I There is a connection between Interpersonal Intelligence and the performance of Madrasah teacher Tsanawiyah in Banjarmasin city. Therefore, to determine the absence of a relationship the data analysis is:

Ho: There is no connection between both parties. Ha: There is a connection.

Table I. The correlation between teacher interpersonal intelligence and performance.

Correlations			
	KI	KG	
KI	Pearson Correlation	1	
	Sig. (2-tailed)	,000	
	N	33	
KG	Pearson Correlation	-.806**	1
	Sig. (2-tailed)	,000	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

The results of data correlation analysis on teacher Interpersonal Intelligence variables with performance obtained r grades of -0,806 and 0,000 significant numbers. Since Sig = 0,000<0.05, Ho is rejected, and Ha is accepted. Therefore, the hypothesis which is accepted means that there is a connection between Interpersonal Intelligence and the teacher performance.

Hypothesis 2 There is a connection between interpersonal intelligence and teacher performance.

To determine the connection between interpersonal intelligence and the performance of Madrasah teacher Tsanawiyah State in Banjarmasin city.

Data analysis, Ho: There is no connection.
 Ha: There is a connection between Interpersonal intelligence and teacher performance.

Table 2. Correlation between Teachers` Emotional Intelligence and Performance

Correlations		
	KE	KG
Pearson Correlation	1	,836**
KE Sig. (2-tailed)		,000
N	33	33
Pearson Correlation	,836**	1
KG Sig. (2-tailed)	,000	
N	33	33

** Correlation is significant at the 0.01 level (2-tailed).

The results of data correlation analysis on Emotional Intelligence variables with teacher performance obtained r grades of 0.836 and 0.000 significant numbers. Since Sig = 0,000<0.05, Ho is rejected, and Ha is accepted, therefore, there is a connection between the intelligence of emotion and the performance of the Madrasah teacher.

Hypothesis 3 There is a connection between Interpersonal and, Emotional Intelligence.

To determine the connection between Interpersonal Intelligence, Emotional Intelligence and performance the following data analysis were utilized as follows:

Ho: There is no link between Interpersonal and Emotional Intelligence with the performance of Public Islamic Education teachers.

Ha: There are links between Interpersonal Intelligence, Emotional Intelligence, and the performance of the Madrasah teachers.

Table 3. The Correlation between interpersonal, emotional intelligence, and performance of the Tsanawiyah State Madrasah Teachers.

Correlations			
	SK	MK	KG
Pearson Correlation	1	-,682**	-,806**
KI Sig. (2-tailed)		,000	,000
N	33	33	33
Pearson Correlation	-,682**	1	,836**
KE Sig. (2-tailed)	,000		,000
N	33	33	33

Pearson Correlation	-,806**	,836**	1
KG Sig. (2-tailed)	,000	,000	
N	33	33	33

** Correlation is significant at the 0.01 level (2-tailed).

F Test is conducted to study the overall significance level of independent variables such as Interpersonal and Emotional Intelligence against the dependent variables. In this case, the Teacher Performance based on computed and tabulated F comparisons, turns out that the value>F table by 60,094 3 3,316. Therefore, Ho is rejected, and Ha is accepted. Based on the calculations on teacher performance, it analyzes that both free variables explain significantly towards bound variables.

A. Relationship between Interpersonal Intelligence and Teacher Performance

The Significant performance of Public Islamic Education teachers in Banjarmasin City helped in suggesting that Interpersonal Intelligence must be considered as an indicator to improve teacher performance. School management needs to pay attention to the factors associated with work, to have control over the experiences of teachers.

The discussions on factors affecting Interpersonal Intelligence with efforts towards the improvement of teacher performance are as follows:

1. Assess the possibilities and tendencies of work conflict between superiors and subordinates, and amongst teachers. This is intended to avoid the negative attitudes and perceptions that are usually associated with teachers.
2. Proportional workload management. This occurs due to the fact that lots of tasks are not always given based on interpersonal intelligence and ability of the teacher both physically and skillfully. In addition, the time available is also put into consideration.
3. Teachers usually have the ability to complete duties assigned to them in line with a working time limit. Their abilities include socializing with expertise, experience, and time consciousness. In certain conditions, principals often provide limited-time assignments and as a result of this, they are always in a haste to complete the task.
4. Task characteristics management which is related to teachers' rights and obligations is provided. In most cases, superiors often assigns duties to their subordinates without sufficient authority (right),

thereby, forcing them to sometimes makes decisions, consultations, and fully surrender to their quests.

5. Improving the workgroup support situation. This involves creating a school environment with a comfortable atmosphere for colleagues to help each other and teachers to cooperate.
6. Reviewing the leadership aspect by the teachers' role and participation in each decision made by the principal. Also, there is a principle of openness in the evaluation of superiors to work.
7. The existence of attitudes and actions of each teacher to adapt to the principal and colleagues, and not bringing the problems outside the school environment.

B. Emotional Intelligence Factors with Teacher Performance

Interpersonal intelligence has a significant connection with the performance of Public Islamic Education in Banjarmasin City. Therefore, its increase is important to support teacher performance improvement.

The discussion of interpersonal intelligence factors in accordance to improving teacher performance is as follows:

1. Improving performance in school management, by the Principal. It provides Emotional Intelligence and facilitates teachers to improve their job performance.
2. Teachers are recognized as professional staff that deserves some respect, as well as the Headmaster's attention and appreciation for their achievements.
3. School management provides career appreciation to the teachers with opportunities to acquire education and training. There should also be a positive response from the Principal as well as support facilities for teachers to develop their potentials in schools.
4. Based on responsibility, teachers need to acquire more attention and information regarding the tasks given to them, to conduct it adequately and correctly. Besides, the Principal may communicate all the information related to task achievement to its subordinates.
5. Based on the aspects of the work, teachers need to consider areas of study that are appropriate to their educational background, and not force themselves on anything beyond their competence.
6. Based on the supervision aspects, the Principal may conduct and guide tasks to achieve the required quality.

7. Based on interpersonal relationships, intelligence is enhanced based on the discipline of work attendance, establishing harmonious and mutual respect among colleagues, and enthusiasm in conducting the school work with other colleagues.
8. Based on salary, it is necessary to match the amount according to the work, prosperity level and the suitability based on time and rank/grade.
9. Based on security, interpersonal intelligence is enhanced by creating a sense of security for teachers in conducting the work in schools. This is achieved by providing protection, maintaining security, and guaranteeing the suitability of tasks and responsibilities, following the law.
10. Based on the policy, teachers should be engaged in determining organizational policies in schools, with various activities provided by the principals to enhance their interpersonal intelligence.
11. Based on the working conditional, adequate teaching facilities and supplies such as learning media, equipment, and others, should be utilized to enhance the teacher's Emotional Intelligence. However, the unavailability of conducive and secure classrooms, huge number of students, and poor support from colleagues are some of the problems faced in schools.

4. Conclusion and Recommendation

A. Relationship between Interpersonal Intelligence and Teacher Performance

Based on the findings that have been stated, the following conclusions were made.

1. The master and performance variables of Interpersonal Intelligence of the Madrasah teachers are in the high category. Analysis of the research results states that the relationship between Interpersonal Intelligence and performance variables is significant, with a very strong category.
2. There is a high similarity of emotional intelligence variable of the Madrasah teacher. Analysis of the research states that the relationship between this Intelligence and the general performance of teachers is significant, with a very strong similarity.
3. The Interpersonal and Emotional Intelligence variables have a significant connection with the performance of General Islamic Religious Education teachers, with very strong similarities.

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