

Research Article

## Relationship of Self-Concept, Emotional Intelligence, Organizational Citizenship Behavior (OCB) and the Ability to Manage Stress with the Performance of High School Teachers in Kapuas District

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**ABSTRACT**

Performance is the work result in quality and quantity that can be achieved by an employee in carrying out tasks following the responsibilities assigned to him. Factors that affect performance include self-concept, emotional intelligence, organizational citizenship behavior (OCB), and the ability to manage stress at work. The purpose of this study was to analyze the relationship between self-concept, emotional intelligence, organizational citizenship behavior (OCB), and the ability to manage stress on teacher performance. The approach of this research is non-experimental quantitative. The population is all senior high school teachers in Kapuas district with 349 senior high school teachers in Kapuas district, and the sample size is determined by the Krejcie table. as many as 186 people. The results showed that : (1) there is a direct relationship between emotional intelligence and Organizational Citizenship Behavior (OCB), (2) Self-concept by Managing Stress, State Senior High Schools in Kapuas Regency Organizational Citizenship Behavior (OCB), Emotional Intelligence and Work Stress Teachers, Citizenship behavior (OCB) on Teacher Performance, (3) Teacher Work Stress with Teacher Performance, Self-Concept with Teacher Performance, Emotional Intelligence with Teacher Performance through Organizational Citizenship behavior (OCB), Public High Schools in Kapuas District, Self-Concept with Teacher Performance through Job Stress, Self-Concept with Teacher Performance through Organizational Citizenship Behavior (OCB), Emotional Intelligence with Teacher Performance through Teacher Work Stress, Public High Schools in Kapuas Regency.

*Keywords: Self-concept, emotional intelligence, organizational citizenship behavior (OCB), ability to manage stress, teacher performance*

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## **Introduction**

The performance of SMA in Kapuas Regency is inseparable from the performance of teachers as educators who teach at the school. It is because the performance or the students' academic achievement is a 'net result' of their cognitive and non-cognitive attributes as well as the sociocultural context in which the learning process takes place (Liem, 2019). Identifying the factors that influence academic performance is an essential part of educational research (Kassarnig et al., 2018). Accordingly, teachers differ in their perceptions of themselves as professionals and of the tasks for which they feel responsible (McKenney & Visscher, 2019). However, teachers are one of the most important school-based resources in determining students' future academic success and lifetime outcomes (Burroughs et al., 2019). Hence, teacher assessment and evaluation have been put forward as an important strategy for assuring and developing educational quality in many countries (Skedsmo & Huber, 2018), including in Indonesia. Teachers as educators can be seen as the concept of professional identities (Yamin-Ali, 2019). While, as educators, teachers need to understand that their career choice of teaching can evolve in only a few years (Ulmer, 2018).

Services provided by educators at these schools are related to educational services, and teachers are the main resource in supporting the smooth teaching and learning process. For instance, in the United States, a majority of the research on students receiving special education services has focused on school-aged outcomes (Kanaya, Wai, & Miranda, 2019). The modern world globally increases in demand for educational services (Oana, 2019), for example, the distance learning format technologies (Beketova et al., 2020). Whereas, the most important driver of an effective education system is the quality of teaching (Blatchford & Russell, 2020). Teaching abilities are supported by underlying beliefs about teaching and learning, which profoundly impact the way instructors approach their teaching (Holland,

2018). Hence, various researchers find teaching practice as one of the most important elements of becoming a future teacher (Zaçellari, 2019). On the other hand, the learning process can be developed to a specific concept environment (Lin et al., 2018). It is because learning style is one of the main concepts involving individual differences in learning (Huang, Chen, & Hsu, 2019). Besides, various factors can influence the learning process (Zhant et al., 2018).

Until now, SMA in Kapuas Regency has 419 teachers. One of the factors that play a role in efforts to form perceptions of work stress through cognitive assessment is emotional intelligence. This intelligence provides an understanding of how humans behave towards themselves and others as well as how to understand others which enables everyone to be able to manage conflicts with others well by involving common sense. Additionally, cognitive assessment is a tool that is commonly used for screening impairment, differential diagnosis, determining diseases severity, as well as monitoring disease progression in patients (Tavares-Junior et al., 2019). Cognitive ability is associated with risk-taking behavior in various contexts and life domains (Dohmen et al., 2018). Positive emotion and mood play an important role in human creative activity (Szorc & Kunat, 2019). Emotional intelligence has become an important skill in contemporary leadership where self-actualization and peak performance are pursued (Gershgoren & Shwartz, 2018).

The substance of emotional intelligence lies in the ability to feel and understand, then respond to it humanely. Emotional intelligence provides a series of skills to form emotional and mental resilience by maintaining, balancing, and harmonizing emotions and their expression through self-control, self-motivation, empathy for others, and having the social skills to interact with their environment. Resilience can not only directly predict the coping style of someone but also influence their coping style through self-comfort (Zhao, Wang, & Shi, 2020). The coping styles refer to the cognitive and

behavioural changes that result from the management of an individual's specific external/internal stressors (Wu et al., 2020). The importance of self-control for behavior and well-being is undisputed (Gillerbaart, 2018). Self-control is positively related to the perception of one's life as having a clear sense of structure and order, which in turn predicted a stronger perception of meaning (Stavrova, Pronk, & Kokkoris, 2020). The proliferation of health-related information calls for self-control in learning for healthy living (Nwagu, Enebechi, & Odo, 2018). Motivation is to describes the mechanism by which individuals and groups choose particular behavior and persist with it (McInerney, 2019). While, empathy as the most important human attribute that matters in every aspect of life is essential in health care (Ratka, 2018). It is related to the ability to perceive, understand, and respond to the experiences and behavior of others (Szanto & Krueger, 2019). Hence, acquiring social skills is a fundamental part of mental health (Maleki et al., 2019).

Emotional intelligence together with other strengths according to Goleman (2006) contributes 80% to a person's life success. People with well-developed emotional intelligence not only prove successful in their careers but also become healthier, happier, and enjoy relationships with other people. This happens because emotional intelligence contains integrity, honesty, commitment, vision, creativity, mental resilience, wisdom, and. Thus, it can be seen that personal values, goals, or aspirations are important factors associated with subjective well-being (Lee & Kawachi, 2019) including the success of life.

### **Material and Methods**

The method used in this research is the descriptive method with associative techniques (correlational). The defines associative research as research that aims to determine the relationship between two or more variables. Or in other words. This study aims to determine the relationship between

three variables, namely the emotional intelligence variable (X 1 ), the self-concept variable (X 2 ), the OCB variable (X 3 ), the Stress Management variable (X 4 ), and the teacher's stress management ability variable ( Y). In summary, the research design can be seen in the following diagram.

Data collection in this study was carried out using a questionnaire. A questionnaire is a data collection technique through a form containing several questions or statements submitted in writing to respondents to obtain answers or information needed by researchers.

The questionnaire was chosen as a data collection technique in this study because it refers to the opinion of Arikunto (2010) which states some ease in using questionnaires. Some of these conveniences are: (a) does not require the presence of researchers, (b) can be shared simultaneously with many respondents, (c) can be answered by respondents according to their respective speed, and according to the respondent's free time, (d) can be made anonymous so that respondents can feel free, honest, and not shy about answering, and (e) can be standardized so that all respondents can be given statements or questions that are the same.

### **Results and Discussion**

Quantitative data collection in this study was carried out by distributing questionnaires via the google form link to the teachers who were the samples. Characteristics of respondents in this study include age, latest education, employment status, latest education, and length of teaching. The results of the research show that the age of the correspondents is dominated by the age range 31 - 40, which is 57%, while for the last education level, 79% are controlled by S1 with 92.3% coming from the education department. Most teaching experience is over five years under 10 years and certification status has a dominance rate in non-certification or does not have an educator certificate of 69.2% but 64.8% is already a Civil Servant or called ASN. For more details, see table 1.

Table 1. Age characteristics table

Based on Age					
Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	49	26.4	26.4	26.4
	31-40	105	57.1	57.1	83.5
	41-50	23	12.1	12.1	95.6
	51-60	9	4.4	4.4	100.0
	Total	186	100.0	100.0	

Based on the age of high school teachers in Kapuas Regency, the age is 31-41 because Kapuas District experienced a shortage of teachers starting in 2009 due to the large number of teachers who retired from 2008 to the present so that from 2009 to 2014 then successively held teacher appointments for schools in Kapuas district. The formation of teaching staff or teachers is again a top priority. After that, only for health and technical personnel, the formation of teaching staff is a priority because there are still several SMA, SMK, and SLB that lack teachers, this is because of the last procurement of teachers in Kapuas district was in the 1980s. The requirement for the appointment of teachers through the selection of civil servants

requires a maximum age of 35 years. This is the basis for a large number of respondents at that age.

Based on the latest education, high school teachers in Kapuas District are mostly with undergraduate or undergraduate degrees. This is because the requirements to be appointed as senior high school teachers of the state civil servants or civil servant teachers are at least a bachelor's education background. Likewise, for the requirements for honorariums and contracts for teaching staff positions, many schools require that the last education be a bachelor's degree so that it is following Law Number 14 of 2005 concerning teachers and lecturers listed in article 9.

Table 2. Last education characteristics table

Based on Recent Education					
Last education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	11	5.5	5.5	5.5
	S1	145	79.1	79.1	84.6
	S2	30	15.4	15.4	100.0
	Total	186	100.0	100.0	

Table 3. Characteristics of education departments

Department of Education					
Based on the Last Education Department					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S1 Education	170	92.3	92.3	92.3
	S1 Non Education	16	7.7	7.7	100.0
	Total	186	100.0	100.0	

Based on the latest education majors, high school teachers in Kapuas Regency are mostly with undergraduate or bachelor degrees majoring in education. This is because of the requirements to be appointed as senior high

school teachers of the state civil apparatus or civil servant teachers, one of which is a background in the department of education following the required formation.

Table 4. Characteristics of teaching experience table

Based on Teaching Experience

Teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<1 year	25	13.2	13.2	13.2
	<5 years	20	11.0	11.0	24.2
	> 5 Years	117	62.6	62.6	86.8
	> 10 Years	24	13.2	13.2	100.0
	Total	186	100.0	100.0	

Based on the teaching experience of high school teachers in Kapuas Regency, more than five years, this is because the appointment of civil servant teachers to senior high schools in Kapuas district due to

the shortage of teaching staff was carried out consecutively from 2009 to 2014 so that many of them have experienced teaching more than 5 years.

Table 5. Table of certification status characteristics

Based on Certification Status

Certification Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I did	58	30.8	30.8	30.8
	Not yet	128	69.2	69.2	100.0
	Total	186	100.0	100.0	

Based on the certification status of high school teachers in Kapuas Regency, there are more who have not received certification, this is because the certification requirements have

not been fulfilled due to the inadequacy of *dapodik* or NUPTK management which takes a long time.

Table 6. Characteristics of employment status table

Based on Employment Status

Employment status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pns	120	64.8	64.8	64.8
	Non Pns	66	35.2	35.2	100.0
	Total	186	100.0	100.0	

Based on the employment status of high school teachers in Kapuas Regency, more of them are already civil servants, this is because the recruitment of civil servants for teacher formation is held consecutively from 2009 - 2014.

**Instrument test**

Hypothesis Testing the instrument variables in this study were divided into independent variables and dependent variables. The variable that will affect, hereinafter referred to as the dependent variable, the dependent variable is the teacher performance variable (Y), while the independent variables in this study are self-concept (X1), emotional intelligence (X2), OCB (Z1), and job stress (Z2). . Path Analysis (Path Analysis)

Path analysis is used to test the relationship of the intervening variables. Path analysis is an extension of multiple linear regression analysis, or path analysis is the use of regression analysis to estimate the causality relationship between variables

(causal models) that have been previously determined based on theory. A direct relationship occurs when one variable affects other variables without any third variable intervening in the relationship between the two variables.

An indirect relationship is if there is a third variable that mediates the relationship between these two variables. Thus, in the model of the relationship between these variables, there are independent variables which in this case are called exogenous variables (exogenous), and dependent variables are called endogenous (endogenous) variables. Path analysis is an extension of multiple linear regression analysis or regression analysis used to measure the causality relationship between variables.

Measuring the direct or indirect relationship can be seen as follows:

- a) Direct Relationship of Self-Concept (X1), Emotional Intelligence (X2), Influencing OCB (Z1).

Table 7. correlation value

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.783 <sup>a</sup>	.613	.605	11,543

a. Predictors: (Constant), Self-Concept (X1), Emotional Intelligence (X2)

Table 8. correlation value

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	.821	6,930		.118	.906
	(X2)	.943	.080	.782	11,787	.000
	(X1)	.015	.065	.015	.233	.816

a . Dependent Variable: (Z1)

Based on the regression output results on the coefficient table, it can be seen that the significance value of the two variables, namely X1 = 0.816 and X2 = 0.000. The result of either the significance of the two variables is less than 0.05. These results conclude that

the regression variable X1 is low and X2 has a significant relationship with Y. Furthermore, the R Square value obtained in the Model Summary table is 0.613. This shows that the contribution or contribution of the relationship X1 and X2 to Z1 is 61.3%, the rest

is influenced by other variables that are not included in the study. Meanwhile, the value of e1 can be found with the formula  $\sqrt{1-0.613}$  so that e1 = 0.387.

b) Direct Relationship of Self-Concept (X1), Emotional Intelligence (X2), Affects the Ability to Manage Stress (Z2)

Table 9. Correlation value

Model Summary						
Model	R	R Square	Adjusted Square	RStd. Error Estimate	of the	
1	.711 <sup>a</sup>	.506	.495	7,167		

a. Predictors: (Constant), (X1), (X2)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	13,392	4,303		3,112	.003
	(X2)	.471	.050	.712	9,488	.000
	(X1)	.029	.040	.055	.730	.468

a. Dependent Variable: (Z2)

Based on the regression output on the coefficient table, it can be seen that the significance value of the two variables, namely X1 = 0.468 and X2 = 0.000. The results of the significance of the two variables are less than 0.05. These results conclude that the regression variables X1 and X2 have a significant relationship with Y. Furthermore, the R Square value obtained in the Model Summary table is 0.495. This shows that the

contribution or contribution of the relationship X1 and X2 to Y is 50.6%, the rest is influenced by other variables that are not included in the study. Meanwhile, the value of e2 can be found with the formula  $\sqrt{1-0.506}$  so that e2 = 0.494.

c) Direct Relationship of Self-Concept (X1), Emotional Intelligence (X2) Affects Teacher Performance (Y)

Table 10. value correlation relationship

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error Estimate	of the	
1	.719 <sup>a</sup>	.517	.506	10,836		

a. Predictors: (Constant), Self-Concept (X1), Emotional Intelligence (X2)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	12,994	6,505		1,997	.049
	(X2)	.724	.075	.716	9,643	.000
	(X1)	.032	.061	.039	.531	.597

a. Dependent Variable: Teacher Performance (Y)

Based on the regression output results in the coefficient table, it can be seen that the significance value of the two variables, namely  $X1 = 0.597$  and  $X2 = 0.000$ . The result of either the significance of the two variables is less than 0.05. These results conclude that the regression variable  $X1$  is low and  $X2$  has a significant relationship with  $Y$ . Furthermore, the R Square value obtained in the Model Summary table is 0.517. This shows that the contribution or contribution of the

relationship  $X1$  and  $X2$  to  $Y$  is 51.7%, the rest is influenced by other variables that are not included in the study. Meanwhile, the value of  $e3$  can be found with formula  $\sqrt{1-0.517}$  so that  $e3 = 0.483$ .

- d) Indirect Relationship Self-Concept ( $X1$ ), Emotional Intelligence ( $X2$ ) Affects Teacher Performance ( $Y$ ) Through OCB ( $Z1$ ) and Ability to Manage Stress ( $Z2$ )

Table 11. Correlation value

Model Summary					
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	
1	.854 <sup>a</sup>	.730	.717	8,195	

a. Predictors: (Constant), Ability to Manage Stress ( $X4$ ), Self Concept ( $X1$ ), Emotional Intelligence ( $X2$ ), OCB ( $X3$ )  
Coefficients a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,629	5,254		2,404	.018
	Self Concept ( $X1$ )	.023	.046	.027	.487	.628
	Emotional Intelligence ( $X2$ )	.138	.095	.137	1,461	.148
	OCB ( $Z1$ )	.627	.087	.747	7,207	.000
	Ability to Manage Stress ( $Z2$ )	.011	.140	.007	.079	.937

a. Dependent Variable: Teacher Performance ( $Y$ )

Based on the output results in the coefficient table, it can be seen that the significance value of the three variables, namely  $X1 = 0.628$ ,  $X2 = 0.148$   $Z1 = 0.000$  and  $Z2 = 0.937$ . The result of the significance of several variables is less than 0.05. These results conclude that in the regression, the variable  $Z1$  has a significant relationship, and  $X1$ ,  $X2$ , and  $Z2$  are weakly related to  $Y$ . Furthermore, the R Square value obtained in the Model Summary table is 0.730. This shows that the contribution or contribution of the relationship  $X1$ ,  $X2$ ,  $Z1$ , and  $Z2$  to  $Y$  is 73%, the rest is influenced by other variables that are not included in the

study. Meanwhile, the value of  $e5$  can be found with the formula  $\sqrt{1-0.73}$  so that  $e5 = 0.27$ . Thus obtained a structure diagram as follows:

1. Hypothesis testing
  - a. Analysis of the relationship between  $X1$  and  $Y$ : from the results of the analysis, the  $X1$  value is  $0.000 < 0.05$ . So it can be concluded that there is a direct significant relationship between the variable  $X1$  and  $Y$ .
  - b. Analysis of the relationship between  $X2$  and  $Y$ : from the results of the analysis, the  $X2$  value is  $0.000 >$

- 0.05. So it can be concluded that there is a weak relationship between the variable X2 and Y.
- c. Analysis of the relationship between X1 and Z2: from the results of the analysis, the X1 value is  $0.000 > 0.05$ . So it can be concluded that there is a weak relationship between X1 and Z2.
  - d. Analysis of the relationship between X2 and Z2: from the results of the analysis, the X1 value is  $0.000 > 0.05$ . So it can be concluded that there is a weak and opposite relationship because there is a minus value in the significant value of the variable X2 against Z2.
  - e. Analysis of the relationship between X1 and Z1: from the results of the analysis, the X1 value is  $0.000 > 0.05$ . So it can be concluded that there is a weak relationship between X1 and Z1.
  - f. Analysis of the relationship between X1 and Z1: from the results of the analysis, the X1 value is  $0.000 > 0.05$ . So it can be concluded that there is a weak relationship between X2 and Z2.
  - g. Analysis of the relationship between Z1 and Y: from the results of the analysis, the Y value is  $0.000 < 0.05$ . So it can be concluded that there is a direct significant relationship between variable Z1 and Y.
  - h. Analysis of the relationship between Z2 and Y: from the results of the analysis, the Y value is  $0.000 < 0.05$ . So it can be concluded that there is a direct significant relationship between the Z2 variable and Y.
  - i. Analysis of the relationship X1 through Z1 to Y: it is known that the direct relationship given by X1 to Y is 0.027 while the indirect relationship X1 through Z1 to Y is the multiplication of the beta value X1 to Y with the beta value Z1 to Y, namely:  $0.027 \times 0.747 = 0.020$  and in add the multiplication between the beta value X1 to Y with the beta value Z2 to Y, namely:  $0.027 \times 0.007 = 0.000$  so  $0.020 + 0.000 = 0.020$  Then the total relationship given by X1 to Y is a direct relationship plus an indirect relationship  $0.027 + 0.020 = 0.047$ . Based on the calculation, it is known that the direct relationship is 0.027 and the indirect relationship is 0.047. Indirect relationship > direct relationship value. This shows that indirectly X1 through Z1 and Z2 has a significant relationship to Y.
  - j. Analysis of the relationship X2 through Z2 to Y: it is known that the direct relationship given by X2 to Y is 0.137 while the indirect relationship X2 through Z1 to Y is the multiplication of the beta value X2 to Y with the beta value Z1 to Y, namely:  $0.137 \times 0.747 = 0.102$  and in add the multiplication between the beta value of X2 to Y with the beta value of Z2 to Y, namely:  $0.137 \times 0.007 = 0.000$  so  $0.102 + 0.000 = 0.102$  Then the total relationship given by X2 to Y is a direct relationship plus an indirect relationship  $0.137 + 0.102 = 0.139$ . Based on the calculation, it is known that the direct relationship is 0.137 and the indirect relationship is 0.139. Indirect relationship > direct relationship value. This shows that indirectly X2 through Z1 and Z2 has a significant relationship to Y.

*The relationship between self-concept and teacher performance*

Based on the results of the regression analysis, shows that there is a relationship between Self-Concept and the performance of high school teachers in the Kapuas district. This can be seen from the magnitude of the correlation of 0.075 with a significant level of  $0.000 < 0.05$ , so  $H_0$  is rejected, which means that there is a positive and significant relationship between Self-Concept and Emotional Intelligence. This analysis, it shows that the conformity between the Self-Concept and the teacher's personal will

provide a good relationship for the teacher's performance because the existence of the Self Concept determines the performance of the people in the school environment. The factors that affect teacher performance including teacher education level, teaching supervision, upgrading programs, conducive climate, facilities and infrastructure, physical and mental conditions of teachers, emotional intelligence, welfare assurance, managerial abilities of principals. and others. If in an educational institution, even though a good program is prepared, adequate teaching and learning facilities are provided, but if the teacher does not carry out a good performance as expected, maximum results will not be achieved. Therefore, the self-concept that is carried out by the teacher emphasizes the improvement and improvement of teacher performance. The results of this study are also supported by further research belonging to Haq, Tholkhah, and Primarni (2019), Hendrati (2014), which revealed the same research results regarding the relationship between self-concept and performance teacher.

#### *The relationship between teacher emotional intelligence and teacher performance*

Emotional Intelligence is a set of assumptions or belief systems, values , and norms developed within the organization which serve as guidelines for behavior for its members to overcome problems of external adaptation and internal integration. With the awareness and willingness of a person to obey all the rules, it is expected that the employee concerned will improve his performance, thus Emotional Intelligence must be enforced in an organization. Emotional intelligence is a transformation of a greater relationship to the behavior of employees or teachers when in school Support for high ethical standards on Emotional Intelligence has a very strong and positive relationship to the behavior of employees, namely teachers if the organization is a school. So Emotional Intelligence is the key to the success of an organization in achieving goals, so it can be

said that Emotional Intelligence affects employee performance. Emotional intelligence that is not conducive and low employee motivation can result in lower employee performance in the company. Emotional intelligence forms several functions in an organization, namely: (1) culture have a role in determining boundaries, meaning that culture creates clear differences between one organization to another, (2) culture brings a sense of identity to organizational members, (3) culture facilitates the emergence of commitment to an area wider than a person's interests, (4) culture can increase system stability, (5) culture functions as a meaning-making and control mechanism that guides and shapes employee attitudes and behavior. The results of this study are also supported by further research belonging to Hidayati, Purwanto, and Yuwono (2008), Judge, Erez, and Bono (1998), Kaur and Sharma (2019); Khokhar and Kush (2009), which suggests the same research results regarding the relationship between emotional intelligence and teacher performance.

#### *The relationship between self-concept and OCB*

Based on the results of the regression analysis, it shows that there is a relationship between Self-Concept and OCB in senior high schools in Kapuas district. This can be seen from the magnitude of the correlation of 0.54 with a significant level of  $0.000 < 0.05$  and the correlation results  $> 0.05$ , so  $H_0$  is rejected, which means that there is a positive and significant relationship between Teacher Emotional Intelligence and Teacher Performance. Emotional Intelligence is a set of assumptions or belief systems, values , and norms developed within the organization which serves as guidelines for behavior for its members to overcome problems of external adaptation and internal integration. With the awareness and willingness of a person to obey all the rules, it is hoped that the employee concerned will increase his performance, thus Emotional Intelligence must be enforced in an organization or institution. The results of this

study are also supported by further research belonging to Hackett et al. (2018), Haq, Tholkhah, and Primarni (2019), which shows the same results of emotional intelligence and teacher performance.

#### *The relationship between teacher's emotional intelligence against OCB*

Based on the results of the regression analysis, it shows that there is a relationship between the Directional Concept and OCBs for senior secondary schools in Kapuas district. This can be seen from the magnitude of the correlation of 0.783 with a significant level of  $0.000 < 0.05$  and the results of the correlation  $> 0.05$  then  $H_0$  is rejected, which means that there is a positive and significant relationship between Teacher Emotional Intelligence and Teacher Performance. Emotional Intelligence is a set of assumptions or belief systems, values, and norms developed within the organization which serve as guidelines for behavior for its members to overcome problems of external adaptation and internal integration. With a person's awareness and willingness to obey all regulations, it is hoped that the employee concerned will improve his performance, thus Emotional Intelligence must be enforced in an organization or institution. The results of this study are also relevant to research belonging to Asy'ari, Ekayati, and Matulesy, (2014), Calero, Barreyro and Injoque-Ricle (2018), Ferrer (2012), Fitria (2017); which states the same thing about the relationship of Emotional Intelligence to teacher work competence.

#### *Relationship between the ability to manage teacher stress and teacher performance*

Based on the results of the regression analysis, it shows that there is a relationship between the ability to manage teacher stress on the performance of high school teachers in the Kapuas district. This can be seen from the magnitude of the correlation of 0.664 with a significant level of  $0.000 < 0.05$  and the correlation results  $> 0.05$ , so  $H_0$  is rejected, which means that there is a positive and significant relationship between the ability to

manage teacher stress on teacher performance. Teacher performance is a determining factor in achieving educational goals. Teacher performance can be high if the competence possessed by the teacher is also adequate, resulting in high-Stress Management Ability as well. The level of job stress can have an impact on the performance of a teacher, and on the educational institution where he works. The ability to manage stress reflects a person's feelings about his job. This can be seen in the positive attitude of employees towards work and all the environments they face in their work environment. The ability to manage stress is one of the causes of increased teacher performance in an organization or institution. In a good Stress Management Ability, employees will feel like they want to do a job very well or the totality of it can be shown with a low level of absenteeism, and will always support organizational goals, including if they are treated by superiors with sportsmanship and full awareness that they are treated fairly by the organization then their performance will be good and full of loyalty. The results of this study are also in line with previous research belonging to Aulia (2017), Biru, Utami, and Mayowan (2016), which revealed the same research results regarding the relationship between job stress variables and teacher performance.

#### *The relationship between self-concept and the ability to manage teacher stress*

Based on the results of the regression analysis, it shows that there is a relationship between the Concept of Directing and the Ability to Manage Stress for high school teachers in Kapuas district. This can be seen from the magnitude of the correlation of 0.664 with a significant level of  $0.000 < 0.05$  and the result of correlation  $> 0.05$ , so  $H_0$  is rejected, which means that there is a positive and significant relationship between the concept of managing teacher stress. The results of the analysis show that Self-Concept affects the continuity of the ability to manage teacher stress. This is following previous research belonging to Dini and Tjahja (2017), Enjelita,

Darmayanti, and Aziz (2019), who stated the same research results on the relationship between self-concept variables and work stress.

The leader/principal has and plays a very important role in determining the level of job satisfaction of teachers at the schools they lead. Kennerly (1989) asserts that leadership and top employee satisfaction the work he does are two critical success factors organization.

#### *The relationship between OCB and teacher performance*

Based on the results of regression analysis, it shows that there is a relationship between OCB and the performance of high school teachers in all Kapuas districts. This can be seen from the magnitude of the correlation of 0.850 with a significant level of  $0.000 < 0.05$  and the result of correlation  $> 0.05$ , so  $H_0$  is rejected, which means that there is a positive and significant relationship between the relationship between OCB and teacher performance. Teacher performance can be reflected in their duties as a teacher and as an administrator of teaching activities. In other words, teacher performance can be seen in planning, implementing, and assessing the teaching and learning process whose intensity is based on the work ethic and professional discipline of the teacher. One of the professional teachers is reflected in the competence they have. The ability to manage stress is a set of skills that show balanced characteristics to do various tasks at one time so that the work results have value. Teachers must see the importance of competence because it is directly related to teacher performance in schools. Competence is defined as a collaboration or the result of collaboration between one's talents and abilities. The results of this study are following previous studies belonging to Fitrianasari, Nimran, and Utami (2017), Ticoalu (2013), Yuwanda, and Pratiwi (2020) which reveal the relationship between the variables mentioned above.

#### *The relationship between self-concept and teacher performance through OCB*

Analysis of the relationship between the concept of teacher performance through OCB and job stress is through a direct relationship plus an indirect relationship, namely a direct relationship of 0.027 and an indirect relationship of 0.047. Indirect relationship  $>$  value of direct relationship. This shows that indirectly the concept of being delivered through OCB and job stress has a significant relationship to teacher performance. This can also be seen from the total amount of direct and indirect correlation of 0.074 with a significant level of  $0.000 < 0.05$  and the results of the correlation  $> 0.05$ , so  $H_0$  is rejected, which means that there is a positive and significant relationship between the Directive Concept and teacher performance through OCB and teacher satisfaction. Self-concept will link to a work behavior for teachers in the school so that these teachers will have certain competencies needed in managing emotional intelligence and improving self-concept. Because self-concept will contribute either consciously or unconsciously to the abilities or competencies that a teacher must-have in the institution. This is following what is stated which states that self-concept is a certain individual process that influences other individuals to achieve common goals. When teachers have the competencies needed to carry out their work, it will indirectly form a good performance behavior in the organization. Good behavior at work will provide the ability to manage stress both externally and internally so that it gives a relationship to the performance of the perpetrators (teachers):

#### *The relationship between teacher emotional intelligence and teacher performance through the ability to manage stress*

Analysis of the relationship between teachers' emotional intelligence and teacher performance through job stress is through a direct relationship coupled with an indirect relationship, namely a direct relationship of 0.137 and an indirect relationship of

0.102. Indirect relationship> value of direct relationship. This shows that indirectly X2 through Z1 and Z2 has a significant relationship to Y. This shows that indirectly the Emotional Intelligence of teachers on teacher performance through OCB and job stress has a significant relationship to teacher performance. It can also be seen from the total amount of direct and indirect correlation of 0.239 with a significant level of 0.000 <0.05 and the results of the correlation> 0.05, so H0 is rejected, which means that there is a positive and significant relationship between the relationship between teachers' emotional intelligence and teacher performance through OCB and teacher satisfaction. Good emotional intelligence is formed from the behavior of employees who have: Integrity, professionalism, innovation, responsibility, and role models, which cannot be realized when the employees do not master the expected competencies. This is in line with other studies belonging to Haq, Tholkhah, and Primarni (2019), which reveal the same thing regarding the relationship between these variables

### Conclusion

Based on the results of research and discussion, the following conclusions can be drawn:

- 1) There is a direct relationship between emotional intelligence and Organizational Citizenship Behavior (OCB), state high school teachers in Kapuas District
- 2) There is a direct relationship between Self-Concept and teacher work stress, Public Senior High Schools in Kapuas District
- 3) There is a direct relationship between Self-Concept and Organizational Citizenship Behavior (OCB), State Senior High School teachers in Kapuas Regency
- 4) There is a direct relationship between Emotional Intelligence and Job Stress of Teachers, Teachers of Public Senior High Schools in Kapuas District

- 5) There is a direct relationship between Citizenship behavior (OCB) on teacher performance, public high school teachers in Kapuas district
- 6) There is a direct relationship between teacher work stress and teacher performance, high school teachers in Kapuas district
- 7) There is a direct relationship between Self-Concept and Teacher Performance, Public Senior High School Teachers in Kapuas District
- 8) There is a direct relationship between Emotional Intelligence and Teacher Performance, teachers of Public Senior High Schools in Kapuas District
- 9) There is an indirect relationship between emotional intelligence and teacher performance through Organizational Citizenship behavior (OCB), Public High Schools in Kapuas Regency
- 10) There is an indirect relationship between Self-Concept and Teacher Performance through Job Stress, Public Senior High Schools in Kapuas District
- 11) There is an indirect relationship between Self-Concept and Teacher Performance through Organizational Citizenship Behavior (OCB), teachers of Public High Schools in Kapuas District.
- 12) There is an indirect relationship between emotional intelligence and teacher performance through teacher work stress, public high schools in Kapuas District.

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