

Research Article

Relationship Between Emotional Intelligence, Attitude Towards Profession, Work Discipline, and the Teacher Performance in Early Childhood Education in North Banjarmasin District Banjarmasin City

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ABSTRACT

Teachers with low emotional intelligence, lack of attitude toward profession, and low work discipline may cause low teacher performance. In this qualitative study, there was 114 population with assigned samples as many as 68 respondents consist of a teacher who has worked for 5 years or more. The conclusion of this study showed that 1) there was a direct relationship between emotional intelligence and teacher's performance, 2) there was a direct relationship between attitude towards profession and teacher's performance, 3) there was a direct relationship between work discipline and teacher's performance, 4) there was a direct relationship between emotional intelligence and work discipline, 5) there was a direct relationship between attitude towards profession and discipline, 6) there was an indirect relationship between emotional intelligence and performance through work discipline, 7) there was no indirect relationship between attitude towards profession through discipline, 8) there was direct relationship between emotional intelligence and attitude towards profession. Recommendation for the continuous improvement of emotional intelligence is that school gives fair assessment, proportional facilities, and wages for honorary teachers.

Keywords: Emotional intelligence, attitude toward profession, work discipline, teacher performance

Introduction

The teacher is a noble and fun job (Aliyyah, et al., 2019) but it will be a problem if there are teachers who have low emotional intelligence, lack an attitude towards the profession, and low work discipline which can lead to low teacher performance (Sekreter, 2019) (Kusumaningrum, Sumarsono, & Gunawan, 2019).

Early childhood education (hereinafter referred to as PAUD) teachers must not only have working capital to educate students but also ideally meet certain criteria; the ideal criteria for PAUD teacher according to (Veithzal, 2004) was a well-educated and well-trained professional with rich experience in his field. The definition of educated

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are those who have a formal education provision (Ainscow, 2020; Hartiwi, Kozlova, & Masitoh, 2020). Ideally, kindergarten teachers have at least a bachelor's degree in any field (Mustafa & Pranoto, 2019). However, this does not mean that those who are educated at the junior high or high school level are not allowed to teach kindergarten students, because basically what is needed is the ability to have a bachelor's degree at Strata 1 level, not a diploma.

However, the fact is that most early childhood education teachers, including PAUD teachers, standard (Manning et al., 2017) are not yet undergraduates. Based on data disclosed by the Director of PAUD Development at the Directorate General of Early Childhood Education and Community Education of the Ministry of Education and Culture, Ella Yulaelawati, as quoted by the *beritasatu.com* page, the current number of PAUD education staff is 588,475, of which 22,972 have junior high school education backgrounds and 289,762 with high schools. Then, there were 75,678 diploma graduates and 196,181 undergraduates. Furthermore, there are 3,882 teachers and education staff with master's degrees (Berita Satu, 2020).

Based on the researcher's observation on children at an early age until elementary school age, which was carried out on February to March 2020 while visiting around PAUD Aisyiyah 42, PAUD Al Hamid, PAUD Al-Zamzami, PAUD Anak Bangsa, PAUD Islam Madinatarramlah all of which were located in North Banjarmasin district, the researcher found that some of the teachers came late to teach and some others did not participate in the morning ceremonial activity even though all other teachers and students were doing so. Teachers in PAUD Anak Bangsa North Banjarmasin district located on Jl. Alalak utara RT.13 No.1 Banjarmasin on March 2020 said that they did not bound by the time when they were teaching, in the sense that they started teaching in the morning, but they might come later if something was coming up if they confirmed it to the headmaster (Nellitawati, 2020; Murtiningsih, Kristiawan, & Lian, 2019) or colleagues. Moreover, being

a PAUD teachers tend to be a volunteering job because it was based on the wage given by the school.

Based on a preliminary interview with Mrs. Ani, one of the students' parents, the teacher's discipline, and attitude (Mabuza, Makondo, & Bhebhe, 2017) towards a profession in PAUD were not the same with the higher education level, because generally PAUD teachers' education level and emotional abilities were not equal to Elementary school teachers or any level above (Kini & Podolsky, 2016; Kinkead-Clark, 2015).

Lack of teaching experience and teacher's young age is caused by the fact that PAUD administrators prefer to employ honorary or contract teachers that can be paid cheaper (Nguyen et al., 2021), in addition, the younger teacher can balance children's characteristics which tend to move a lot and need more active teachers to interact with them (Cheung, 2020). Moreover, the teaching material taught does not require understanding or high intellectuality, so that in general it is better to employ cheaper teachers. Yet, indiscipline and low emotional intelligence (Ramana, 2013; Ponmozhi & Ezhilbharathy, 2017) could negatively affect students' character and psychology because children at an early age tend to imitate older people behavior (Xiang, Yuan, & Zhao, 2020).

Based on the description in the introduction above, the main problem to be answered in this study is formulated as follows:

1. Is there any direct relationship between emotional intelligence and PAUD teachers' performance in the North Banjarmasin district of Banjarmasin City?
2. Is there any direct relationship between attitude towards profession and PAUD teachers' performance in the North Banjarmasin district of Banjarmasin City?
3. Is there any direct relationship between work discipline and PAUD teachers' performance in the North Banjarmasin district of Banjarmasin City?
4. Is there any direct relationship between emotional intelligence and PAUD teachers' work discipline in the North Banjarmasin district of Banjarmasin City?

5. Is there any direct relationship between attitude towards profession and PAUD teachers' work discipline in the North Banjarmasin district of Banjarmasin City?
6. Is there any indirect relationship between emotional intelligence and PAUD teachers' performance in the North Banjarmasin district of Banjarmasin City?
7. Is there any indirect relationship between attitude towards profession and PAUD teachers' performance in the North Banjarmasin district of Banjarmasin City?
8. Is there any direct relationship between emotional intelligence and PAUD teachers' attitude towards a profession in the North Banjarmasin district of Banjarmasin City?

Emotional Intelligence according to Naim (2009) emphasized that the teacher is the main source of learning, therefore the teacher should be a person who has a lot of knowledge. Indicators of Emotional Intelligence according to Gibson, Ivancevich, and Donnelly (2010) are self-awareness, self-regulation, motivation, empathy, maintaining social relationships.

A teacher's attitude towards the profession is a tendency of a teacher to respond whether he likes or dislikes his profession (Trivedi, 2012; Soibamcha, 2016; Pancholi & Bharwad, 2015) legislation, professional organization, colleagues, students, workplace, leader, and work. According to UU (law) No. 20 the Year 2003 about National Education System, indicators of attitude towards profession can be measured by: (a) Attitude towards laws and regulations, (b) Attitude towards the professional organization, (c) Attitude towards colleagues, (d) Attitude towards students, (e) Attitude towards workplace, (f) Attitude towards the leader, and (g) Attitude towards works. (Pendidikan Dasar, 2003).

According to Veithzal (2004), a work discipline is a tool used by managers to communicate with employees so that they are willing to change behavior as well as an effort to increase one's awareness and willingness to obey all company regulations and applicable social norms. According to Hasibuan (2010), indicators that affect employees' work discipline are as follows: (a) Goals and abilities, (b) Exemplary Leaders, (c) Rewards, (d) Fairness, and (e) Inherent supervision.

Mangkunegara (2013) defined that teacher's performance is teacher's ability and effort to carry out learning tasks as well as possible in planning learning programs.

Teacher performance assessment in this study was based on teacher performance assessment instruments compiled by the Education Personnel Development Center (PPTK 2012), namely as follows: a) Learning Planning, b) Active and Effective Implementation of Activities and Learning, and c) Learning Assessment.

Material and Methods

The design of this study was categorized as descriptive research, which was trying to explain variables that also aimed to describe the close relationship between one variable to another, between variables and one criterion variable (Sugiyono, 2011).

This study used three variables, namely emotional intelligence (X1), attitude towards the profession (X2) as the independent variable, discipline (Y) as the intervening variable, and teacher performance (Z) as the dependent variable by using correlational techniques.

The population in this study were all PAUD teachers in the District of North Banjarmasin, Banjarmasin City, as many as 214 teachers while the sample was determined using the Slovin formula (Riduwan, 2010) by accidental sampling as follows:

Table 1. Sample distribution

No	Teacher's Education Level	Population	Sample
1	High school	45	-
2	Diploma I/II/III	88	40
3	Bachelor's degree	62	20
4	Master's degree	19	8
Total		214	68

Before being used in the actual survey, the instrument was tested first to determine its validity and reliability by giving the questionnaire to 24 respondents who were not members of the sample, which were taken from PAUD teachers in North Banjarmasin District, Banjarmasin City. Validity test by using valid assessment sheet with high validity (Arikunto, 2012) to test the validity of product-moment correlation which is:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Then calculated by using t-test whose formulation is:

$$t = \frac{r\sqrt{(n-2)}}{\sqrt{(1-r^2)}}$$

The next test was reliability test by using Alpha Cronbach whose formulation is as follows:

$$r_{11} = \left(\frac{K}{K-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Data analysis technique was carried out with descriptive statistical tests which are statistics used to analyze data by describing data

to be generalized (Sugiyono, 2011). An analysis requirement test was needed to determine whether data analysis for hypothesis testing could be continued or not. Various analytical requirement tests were done, such as normality test, homogeneity test, and linearity test.

Results and Discussion

The validity test used was to test the accuracy of data and instrument sizes. The test was done on 24 samples. After obtaining the product-moment correlation coefficient from the calculation, then the calculated value r-count was compared to the r-table value of the product moment table. If r-count > r-table (0,361), then it was valid.

Based on the results of the validation test of Attitude towards the profession (X1), Emotional Intelligence (X2), Work Discipline (Y), the output of SPSS results showed that all question items were declared valid because the value of r-count was greater than the value of r-table (0.361).

The reliability test was carried out using the Alpha Cronbach coefficient (α). Where usually the reliability of an instrument can be accepted if it has a Cronbach's alpha of at least 0.6. More details about the value of Cronbach's Alpha can be seen in the following table 2:

Table 2. Reliability test result

No.	Variable	Alpha Cronbach	Reliability
1.	Emotional Intelligence (X1)	0,919	Reliable
2.	Attitude Towards Profession (X2)	0,949	Reliable
3.	Work Discipline (Y)	0,912	Reliable

From the reliability test result on the distributed questionnaire, it was obtained

that the variable of emotional intelligence (X1), attitude toward profession (X2), and

work discipline (Y) were reliable because the alpha Cronbach was greater than 0.6.

Table 3. Kolmogorov Smirnov test result

		X1	X2	Y	Z
N		68	68	68	68
Normal Parameters ^{a,b}	Mean	121,9	115,3	76,3	86,9
	Std. Dev.	23,8	17,7	13,7	16,8
Most Differen	ExtremAbs.	,252	,207	,258	,222
	Pos.	,155	,110	,128	,093
	Neg.	-,252	-,207	-,258	-,222
Test Statistic		,252	,207	,258	,222
Asymp.(2tailed)		,000c	,000c	,000c	,967c

Based on the significance value showed on the SPSS output result, which was 0.967, it can be concluded that the data was normally distributed because the significance was

greater than the significance rate of 0.05. Data normality test on the variable of emotional intelligence (X1) can be seen in the following figure 1:

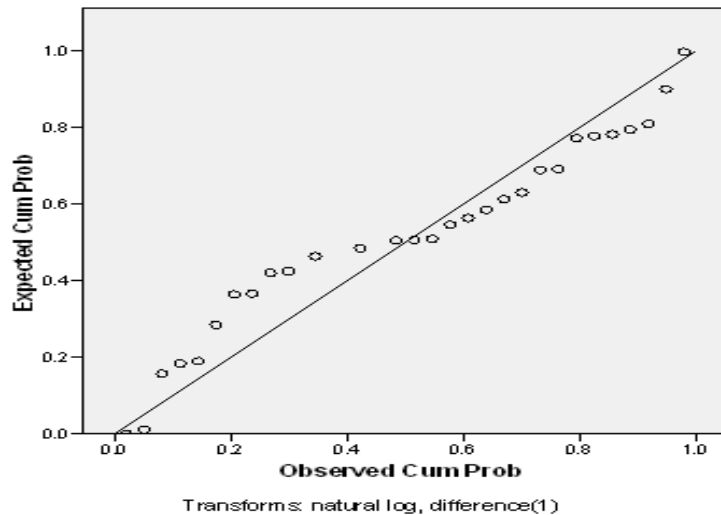


Figure 1. Data normality output (Source : Data Primer Diolah, 2020)

Based on the figure above, the data distribution on the emotional intelligence variable was normally distributed because the movement of all the dots was following the diagonal line, from bottom left to top right. This result was also applicable to the variable of attitude toward profession (X2) and work discipline(Y).

Linearity test was done by using ANOVA analysis by noting the linearity value on the relationship between the influencing variable and the affected variable. The SPSS output result on the linearity test was as follows:

Table 4 Linearity test

Dependent	Independent	Sig.	Linearity
	Emotional intelligence (X1)	0,000	Linear
Teacher Performance (Z)	Attitude towards profession (X2)	0,000	Linear
	Work discipline (Y)	0,000	Linear

Source : Data Primer Diolah (2020)

According to the result of the linearity test on the table above, the significance value obtained from each relationship between variables of emotional intelligence (X1), attitude toward profession (X2), and work discipline (Y) was lower than the significance rate of 0.05. Therefore, the influencing variable in this study was declared as having

a linear relationship with the affected variables.'

Hypothesis Test

1. The direct relationship between emotional intelligence and PAUD teachers' performance in North Banjarmasin district of Banjarmasin city.

Table 5. R square value, a direct relationship between emotional intelligence and teacher performance

		Coefficients ^a				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	60,740	10,251		5,925	,000
	Emotional intel- ligence	,215	,083	,305	2,604	,011

a. Dependent variable: teacher performance

Based on the table of output results of emotional intelligence (X1) regression data processing and teacher performance (Z) above, it can be seen that the significance value was 0.011 which was lower than 0.05.

This result concluded that there was a direct relationship between emotional intelligence and PAUD teachers' performance in the north Banjarmasin district of Banjarmasin city.

Table 6. R Square contribution value

		Model Summary			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	,305 ^a	,093	,079	16,12923	

a. Predictors: (Constant), Emosional intelligence

Based on the table of output results of emotional intelligence (X1) regression data processing and teacher performance (Z) above, it was known that the value of R square on the summary model table was 0.093 and it showed that the contribution of emotional intelligence effect on teachers'

performance was 9,3%, while of 90.7% was the contribution from another variable.

2. The direct relationship between attitude toward profession and PAUD teachers' performance in North Banjarmasin district of Banjarmasin city.

Table 7. R Square value of attitude toward profession and performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36,602	12,086		3,028	,004
	Emotional intelligence	,436	,104	,460	4,213	,000

a. Dependent variable: teacher performance

Based on the table of output results of attitude toward profession (X2) regression data processing and teachers' performance (Z) above, the significance value of 0.000 which was lower than 0.05. This result

concluded that there was a direct relationship between attitude toward profession and PAUD teachers' performance in the North Banjarmasin district of Banjarmasin city.

Table 8. R Square contribution value

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,460 ^a	,212	,200	15,03556

a. Predictors: (Constant), attitude towards the profession

Based on the table of output results of attitude toward profession (X2) regression data processing and teachers' performance (Z) above, we know that the R square value on the summary model table was 0.212 and it showed that the contribution of attitude toward profession (X2) effect on teachers'

performance (Z) was as much as 21.2%, while the rest of 88.8% was the contribution from another variable.

3. Direct Relationship between Work Discipline and PAUD teachers' performance in north Banjarmasin district of Banjarmasin city.

Table 9. R Square value of work discipline and performance

		Coefficients ^a				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	45,263	10,447		3,333	,000
	Emotional intelligence	,546	,135	,446	4,053	,000
a. Dependent variable: teacher performance						

According to the output result table of work discipline (Y) regression data processing and teachers' performance (Z) above, it was known that the significance value of 0.000 was lower than 0.05. This result

concluded that there was a direct relationship between work discipline and PAUD teachers' performance in the north Banjarmasin district of Banjarmasin city.

Table 10. R Square contribution value

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,460 ^a	,199	,187	15,15618
a. Predictors: (Constant), work discipline				

Based on the table of output results of work discipline (Y) regression data processing and teacher performance (Z) above, it can be seen that the R square value on the summary model table was 0.199. This result concluded that the contribution of work discipline (Y) effect on PAUD teachers' performance (Z) was 19,9% while the rest

80,1% was the contribution from other variables.

4. The direct relationship between emotional intelligence and work discipline of PAUD teachers in north Banjarmasin district of Banjarmasin city.

Table 11. R square value of emotional intelligence and work discipline

		Coefficients ^a				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	49,005	8,110		6,043	,000
	Emotional intelligence	,225	,065	,390	3,439	,001
a. Dependent variable: work discipline						

Based on the table of output results of emotional intelligence (X1) regression data

processing and work discipline (Y) above, it can be seen that the significance value was

0.001 which was lower than 0.05. This result concluded that there was a direct relationship between emotional intelligence and PAUD teachers' work discipline in north Banjarmasin district of Banjarmasin city.

Table 12. R Square contribution value

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,390 ^a	,152	,139	12,76021
a. Predictors: (Constant), emotional intelligence				

Based on the table of output results of emotional intelligence (X1) regression data processing and work discipline (Y) above, it can be seen that the R square value on the summary model table was 0.152. This result concluded that the contribution of emotional intelligence (X1) effect on work discipline (Y) above was 15,2% while the rest 74,8% was the contribution from other variables.

5. The direct relationship between attitude toward profession and work discipline of PAUD teachers in north Banjarmasin district of Banjarmasin city

Table 13. R Square of attitude toward profession and work discipline

Coefficients ^a						
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-10,596	2,601		-4,074	,000
	Emotional intelligence				33,832	,000
		,754	,022	,972		
a. Dependent variable: work discipline						

Based on the table of output results of attitude toward profession (X2) regression data processing and work discipline (Y) above, it can be seen that the significance value was 0.000 which was lower than 0.05. This result concluded that there was a direct relationship between attitude toward profession and PAUD teachers' work discipline in the north Banjarmasin district of Banjarmasin city.

Table 14. R Square contribution value

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,972 ^a	,945	,945	3,23532
a. Predictors: (Constant), attitude towards the profession				

Based on the table of output results of attitude towards profession (X2) regression data processing and work discipline (Y) above, it can be seen that the R square value

on the summary model table was 0.945. This result showed that the contribution of attitude towards profession (X2) effect on PAUD teachers' work discipline (Y) was 94,5% while the rest 5,58% was the contribution from other variables.

6. The indirect relationship between emotional intelligence and teacher's performance through work discipline of PAUD teachers in north Banjarmasin district of Banjarmasin city.

Table 15. R Square value of emotional intelligence and performance through work discipline

		Coefficients ^a				
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	37,613	11,943		-3,150	,002
	Emotional intel- ligence	,109	,084	,155	1,300	,198
		,472	,145	,386	3,245	,002

a. Dependent variable: teacher performance

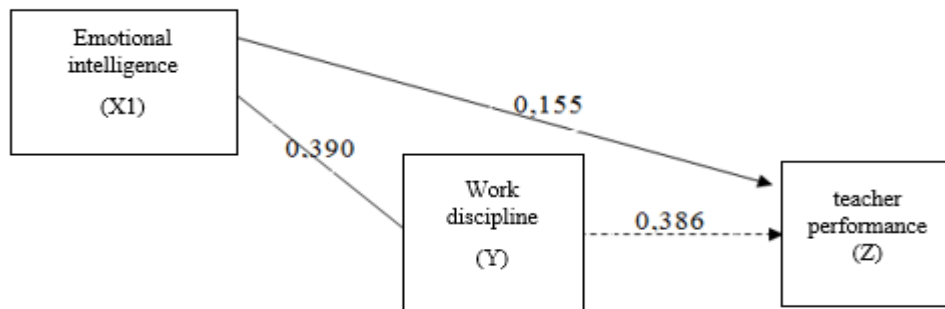


Figure 2. Regression relationship between variables

Based on the table of output results of emotional intelligence (X1) regression data processing and performance (Z) through work discipline (Y) above, it can be seen that the significance value of direct relationship was 0.155, while the indirect relationship between emotional intelligence (X1) and performance (Z) through work discipline (Y) was the multiplication result of the Beta value of X1 and Y, with Beta Y value toward Z was

$0,390 \times 0,386 = 0,150$. Thus, the total effect of X1 on Z was direct effect plus indirect effect as much as $0,155 + 0,150 = 0,305$. According to the calculation, it was known that the value of direct effect was 0.155 and the indirect effect was 0.305, which means that the indirect effect was greater than the direct effect. This result showed that emotional intelligence (X1) indirectly had a significant effect on performance (Z) through work discipline (Y).

Table 16. R Square contribution value

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,469 ^a	,220	,196	15,07753
a. Predictors: (Constant), work discipline, emotional intelligence				

Based on the table of output results of emotional intelligence (X1) indirect relationship regression data processing and teacher performance (Z) through work discipline (Y) above, it can be seen that the R square value on the summary model table was 0.220. This result concluded that the contribution of the indirect relationship of emotional intelligence (X1) and performance (Z) through work discipline (Y) was 22%

while the rest 78,2% was the contribution from other variables.

7. The indirect relationship between attitude towards profession and teacher's performance through work discipline of PAUD teachers in north Banjarmasin district of Banjarmasin city

Table 17. R square value

Coefficients ^a						
		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	36,299	13,624		-2,664	,010
	Emotional intelligence	,458	,447	,483	1,024	,309
		-,029	,576	,023	,050	,961
a. Dependent variable: teacher performance						

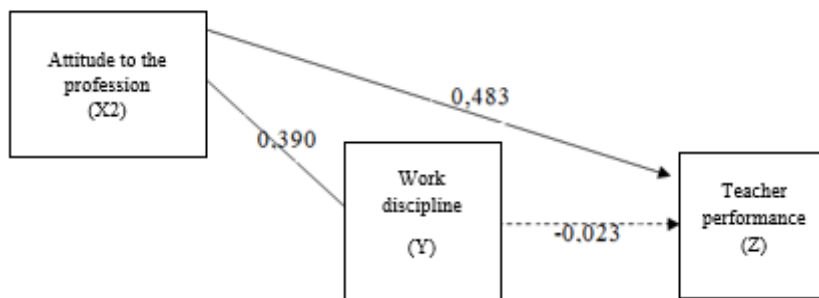


Figure 3. Regression relationship between variables

Based on the table of output results of indirect relationship between attitude

towards profession (X2) regression data processing and performance (Z) through

work discipline (Y) above, it can be seen that the significance value of the direct relationship between attitude towards profession (X2) and performance (Z) was 0.483, while the indirect relationship between attitude towards profession (X2) and performance (Z) through work discipline (Y) was the multiplication result of the Beta value of X2 and Y, with Beta Y value toward Z was $0,390 \times (-0,023) = -0,008$. Thus, the total effect of X2 on Z was direct effect plus indirect effect

as much as $0,483 + (-0,008) = 0,475$. According to the calculation, it was known that the value of the direct effect was 0.483 and the indirect effect was 0.475, which means that the indirect effect was lower than the direct effect. This result showed that attitude towards profession (X2) indirectly had no significant effect on performance (Z) through work discipline (Y).

Table 18. R Square contribution value

Model	R	Model Summary		
		R Square	Adjusted R Square	Std. Error of the Estimate
1	,460 ^a	,212	,188	15,15049
a. Predictors: (Constant), work discipline, attitude towards the profession				

Based on the table of output results of attitude towards profession (X2) indirect relationship regression data processing and teacher performance (Z) through work discipline (Y) above, it can be seen that the R square value on the summary model table was 0.212. This result concluded that the contribution of the indirect relationship of attitude towards profession (X2) and

performance (Z) through work discipline (Y) was 21,2% while the rest 88,8% was the contribution from other variables.

9. The direct relationship between emotional intelligence and attitude towards the profession of PAUD teachers in north Banjarmasin district of Banjarmasin city

Table 19. R Square of emotional intelligence and attitude towards the profession

Model		Coefficients ^a				
		Unstandardized		Standardized		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	36,299	10,142		7.356	,000
	Emotional intelligence	,334	,082	,450	4,094	,000
a. Dependent variable: attitude towards the profession						

Based on the table of output results of regression data processing above, it can be seen that the significance value was 0,000 which was lower than 0,05, which means that

there was a direct relationship between emotional intelligence (X1) and attitude towards profession (X2).

Table 20. R square contribution value

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,450 ^a	,202	,190	15,95745
a. Predictors: (Constant), emotional intelligence				

Based on the table of output results of emotional intelligence (X1) regression data processing and attitude towards profession (X2) above, it can be seen that the R square value on the summary model table was 0.202. This result concluded that the contribution of emotional intelligence (X1) and attitude towards profession (X2) of PAUD teachers in North Banjarmasin district of Banjarmasin city above was 20,2% while the rest 79,8% was the contribution from other variables

Conclusion and Recommendation

Based on the findings above, it can be concluded that:

1. There was a direct relationship between emotional intelligence and PAUD teachers' performance in the North Banjarmasin district of Banjarmasin city ($0,011 < 0,05$) with a contribution value of 9,3%.
2. There was a direct relationship between attitude towards profession and PAUD teachers' performance in North Banjarmasin district of Banjarmasin city ($0,011 < 0,05$) with a contribution value of 21,2%.
3. There was a direct relationship between work discipline and PAUD teachers' performance in North Banjarmasin district of Banjarmasin city ($0,000 < 0,05$) with a contribution value of 19,9%
4. There was a direct relationship between emotional intelligence and work discipline of PAUD teachers in

the North Banjarmasin district of Banjarmasin city ($0,000 < 0,05$) with a contribution value of 15,2%.

5. The direct relationship between attitude towards profession and work discipline of PAUD teachers in North Banjarmasin district of Banjarmasin city ($0,000 < 0,05$) with contribution value of 94,5%.
6. There was an indirect relationship between emotional intelligence and PAUD teachers' performance through work discipline in North Banjarmasin district of Banjarmasin city, proven by the direct effect value of 0,155 which was lower than the indirect effect value of 0,305 so that emotional intelligence (X1) indirectly had a significant effect on teachers' performance (Z) through work discipline (Y) with contribution value of 22%.
7. There was no indirect relationship between attitude toward the profession and teacher performance through work discipline of PAUD teachers in North Banjarmasin district of Banjarmasin city, proven by the direct effect value of 0,483 which was greater than the indirect effect value of 0,475, so that attitude towards profession (X2) indirectly had no significant effect on teachers' performance (Z) through work discipline (Y) with contribution value of 21,2%.

8. There was a direct relationship between emotional intelligence and attitude towards the profession of PAUD teachers in North Banjarmasin district of Banjarmasin city ($0,000 < 0.05$) with a contribution value of 20,2%

Based on the results of this study, recommendations given by the researchers are as follows:

1. For schools, it is expected to increase the availability of school facilities and infrastructure, especially for teachers in the implementation of the learning process.
2. For school principals, to improve teacher's emotional intelligence, it can be in the form of providing direct or indirect support to teachers, such as providing direction to be more patient and sincere in the teaching and learning process as well as in the association with fellow teachers and superiors (X2.2); for the variable of teacher performance (Z) is to use the results of the assessment to improve the design and/or implementation of learning (question No.28).
3. For teachers, it is hoped that they can improve their performance by building maximum attitudes towards the profession and proper management of Emotional Intelligence, such as being able to accept negative feelings without feeling very depressed (X1.1) and knowing exactly what they feel (X1.2); for the Discipline variable, it is hoped that in getting along at school and the home environment they always try to obey the applicable rules (Y1), and try to enforce self-discipline wherever they are (Y1), and also always give advice to a coworker who is often late for work (Y.2)

4. For the Education Office of North Banjarmasin District, Banjarmasin City, it is hoped that it can provide support in empowering and increasing the professionalism of PAUD teachers in North Banjarmasin District, Banjarmasin City, by running teacher training programs.

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