

# Effect Of Self-Efficacy, Emotional Intelligence Of Teachers, Intellectual Intelligence, School Head Leadership On Teacher Performance On Muhammadiyah Foundation Pandaan Pasuruan District

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**Abstract:** The purpose of the research is to describe the variables of self-efficacy, emotional intelligence, intellectual intelligence, the leadership of the principal and teacher performance, analyze the influence of self-efficacy variables, teacher emotional intelligence, intellectual intelligence, and leadership of the principal, simultaneously on teacher performance, analyze the influence of the variable of self-efficacy, teacher emotional intelligence, intellectual intelligence, and principal leadership partially on teacher performance and to know and analyze among the variables of self-efficacy, teacher emotional intelligence, intellectual intelligence, and leadership of school principals, which has a dominant influence on teacher performance in Malinau 16 Public High School. The population in this study was 86 people. Sampling technique using the Slovin formula. The data analysis technique used is multiple linear analysis. The results showed that self-efficacy, emotional intelligence of teachers, intellectual intelligence, the leadership of school principals had a simultaneous effect on teacher performance. Self-efficacy, emotional intelligence of teachers, intellectual intelligence, and leadership of school principals have a partial effect on teacher performance and leadership of school principals has a dominant effect on teacher performance at the Muhammadiyah 3 Foundation in Pandaan, Pasuruan Regency.

**Keywords:** Self-Efficacy, Teacher Emotional Intelligence, Intellectual Intelligence, and Principal's Leadership.

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Date of Submission: 15-07-2020

Date of Acceptance: 30-07-2020

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## I. Preliminary

Education is an important requirement for humans. According to Law No. 20 of 2003, education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and State. Also, this research was conducted to succeed in strengthening human resources, especially in the field of education following the objectives of Sustainability Development Goals (Natsir and Triatmanto, 2009). Regarding the role of the national education system, the government is required.

School institutions are organizations engaged in services, of course, in their management, proper HR Management is needed. Human Resources in education include the principal, educators (teachers), employees, and school committees. The teacher plays an important role in education. Teachers can be regarded as the first axis in an education.

The quality of the teacher is very influential with the quality of education because the teacher interacts directly with students in learning in class. Through the teaching-learning process, this is the beginning of the quality of learning. In achieving good teacher performance, it takes several factors that influence, among others, self-efficacy. According to Wolfolk (2008: 7) states that in general self-efficacy is a person's assessment of himself or the level of confidence regarding how much his ability in carrying out certain tasks to achieve certain results.

In addition to self-efficacy, emotional intelligence of teachers also plays an important role in improving teacher performance. Besides the self-efficacy and emotional intelligence of teachers, intellectual intelligence problems can also affect teacher performance. Furthermore, what can affect teacher performance in addition to self-efficacy, emotional intelligence of teachers, and intellectual intelligence is the leadership of the principal. School Principal Leadership is a leader at the level of the school organization that will determine how the overall performance of the organization (Purwanto, 2009: 81).

Referring to the description above, researchers see that self-efficacy, emotional intelligence of teachers, intellectual intelligence, and leadership of school principals are important aspects in improving teacher performance. Therefore, teachers must be able to apply these factors to the increasing quality of education.

## **II. Theoretical Review**

### **1. Teacher Performance**

Teacher performance is the quantity, quality, and time used in carrying out the task. Quantity is a result that can be calculated to what extent the teacher can achieve success in achieving the goals set. Quality is how a teacher in carrying out their duties, namely the number of mistakes made, discipline, and accuracy. Work time is about the number of absences done, delays, and the length of work in the years that have been undertaken (Sutrisno, 2010: 172). Performance is the performance of a person in carrying out the tasks entrusted to him both in quality and quantity by the function and position. Employee behavior is the behavior done by the employee to reach the organizational purpose (Respati and Amin, 2014).

#### **1.2. Self-efficacy**

According to Wolfolk (2008: 7) states that in general Self-Efficacy is a person's assessment of himself or the level of confidence about how much ability in doing a particular task to achieve certain results.

Based on the above concept, it can be concluded that self-efficacy is one's ability to achieve goals because success in achieving goals requires effort and abilities such as self-motivation, trying hard, persistent, persistent, and confident in solving problems in various situations.

#### **1.3. Teacher Emotional Intelligence**

Understanding emotional intelligence according to Goleman (2015), namely "as the ability to control themselves, enthusiasm and perseverance, as well as the ability to motivate yourself". So it can be concluded that emotional intelligence is the diversity of abilities possessed by someone to achieve the desired goals.

#### **1.4. Intellectual Intelligence**

Intellectual intelligence is the ability of figures related to the way of understanding and reasoning logically in the field of language. Because the field of language is related to feelings and if there is a language that is incompatible with the individual, the body's response will argue that the language in the world cannot be accepted by reason and feeling. Verbal ability will be related to understanding and reasoning in the field of language, which can be interpreted in the verbal ability of individuals able to say words clearly and be able to provide feedback on commands or sentences they hear from the way they communicate (Putra, 2016). Understanding and reasoning in the numerical field is individual knowledge in the field of numerical calculation. So, in calculating numbers, individuals will think every time they do the calculation process to produce the correct answer to the number calculation activities that are being done (Choiriah, 2013).

So it can be concluded that intellectual intelligence is the ability possessed by the teacher in terms of mastery of the material, reasoning, understanding, numerical, etc., on a material that will be delivered to students.

#### **1.5. Principal's Leadership**

The leadership principle is a leader in the level of institutional school organization that will determine how the overall organizational performance (Purwanto, 2009: 81). Leadership has a high intensity of relations with people, both vertically and horizontally, and interactions that are diagonal or outgoing relationships, all with the intention as a unity in maintaining, maintaining, and developing organizations to achieve the most optimum organizational goals (Istianto, 2011).

So it can be concluded that the principal's leadership is very influential with teacher performance because the principal will determine how the overall organizational performance.

## **III. Method**

### **Data Analysis Techniques**

This research was conducted using a quantitative research approach, using the Slovin formula in sampling with multiple regression analysis techniques, which examines the effect of self-efficacy, emotional intelligence of teachers, intellectual intelligence, the leadership of school principals on teacher performance.

The population in this study were elementary, junior high, high school, and senior high school teachers at the Muhammadiyah 3 Pandaan Foundation in Pasuruan Regency. Respondents in this study were 86 teachers at the Muhammadiyah 3 Pandaan Foundation.

Collecting data in this study is to use instruments in the form of a list of statements in the questionnaire made based on indicators that have been developed from the concepts in this study, and through testing the validity and reliability.

#### IV. Results And Discussion

##### Multiple Linear Regression Test Results

Primary data of this study were analyzed using multiple linear regression analysis (multiple regressions ). Recapitulation of the results of calculations or multiple linear regression analysis can be seen in the following table 1:

**Table 1. Results of Multiple Linear Regression Tests**

| Model        | Unstandardized Coefficients |            | Standardized Coefficients | T     | Sig. |
|--------------|-----------------------------|------------|---------------------------|-------|------|
|              | B                           | Std. Error | Beta                      |       |      |
| 1 (Constant) | 4.220                       | 3.642      |                           | 1.159 | .000 |
| totx1        | .102                        | .082       | .109                      | 1.244 | .000 |
| totx2        | .188                        | .085       | .248                      | 2.210 | .000 |
| totx3        | .448                        | .143       | .273                      | 3.127 | .000 |
| totx4        | .476                        | .104       | .367                      | 4.573 | .000 |

a. Dependent Variable: tot.y

Based on the results of the multiple linear regression analysis in the table above, the regression equation can be arranged, as follows

$$Y = \alpha + \beta 1 X 1 + \beta 2 X 2 + \beta 3 X 3 + \beta 4 X 3 + \epsilon$$

$$Y = 4.220 + 0.102X1 + 0.188X2 + 0.448X3 + 0.476X4$$

Based on the regression equation above, it can be described matters, as follows:

$\alpha = 4.220$  is a constant which means that if all the variables are free of self-efficacy, emotional intelligence of teachers, intellectual intelligence, the leadership of the principal is 0, then the magnitude of the teacher's performance variable is 4.220.  $\beta 1 = 0.102$  is the magnitude of the regression coefficient of the self-efficacy independent variable (X1), the regression coefficient is positive. This shows if the self-efficacy variable is good or bad, it will be followed by an increase or decrease in teacher performance.  $\beta 2 = 0.188$  is the magnitude of the regression coefficient of the teacher's emotional intelligence independent variable (X2), the regression coefficient is positive. This shows if the teacher's emotional intelligence variable is good or bad, it will be followed by an increase or decrease in teacher performance.  $\beta 3 = 0.448$  is the magnitude of the regression coefficient of the intellectual intelligence independent variable (X3), the regression coefficient is positive. This shows if the intellectual intelligence variable is good or bad, it will be followed by an increase or decrease in teacher performance.  $\beta 4 = 0.476$  is the magnitude of the regression coefficient of the principal's independent leadership variable (X1), the regression coefficient is positive. This shows that if the principal's leadership variable is good or bad, it will be followed by an increase or decrease in teacher performance.  $\epsilon$  = (Residual Error) Variables that are not examined and have an influence on the independent variables but are not included in the model.

##### 1. Effect of Self-Efficacy on Teacher Performance

Wolfolk (2008: 7) states that in general Self-Efficacy is a person's assessment of himself or the level of confidence about how much his ability in carrying out a particular task to achieve certain results. So it can be concluded that self-efficacy is one's belief and self-assessment of the work done by the teacher at the Muhammadiyah 3 Foundation in Pandaan . The indicators are: 1) sure can complete certain tasks, 2 ) sure that the self can try hard, persistent, and diligent, 3 ) sure that the self can survive facing obstacles and difficulties, 4 ) sure can solve problems in various situations.

The results of this study indicate that the variable of self-efficacy can affect the performance of teachers at the Pandaan Muhammadiyah 3 Foundation in Pasuruan Regency. This can be seen from the regression coefficient of the independent variable self-efficacy of 0.102, which means that when self-efficacy has increased or decreased by 1 unit then the teacher's performance will also increase or decrease by 0.102. In this regard, the reality that occurred at the Muhammadiyah 3 Foundation Pandaan Pasuruan District showed that self-efficacy was not yet fully good, especially in encouraging oneself in the face of difficulties. Because from the observations I got when the teacher was confronted with class with students who were naughty, and

disobedient to the teacher, and the teacher used all the solutions they had but still did not solve the problem. Then, the teacher will lose enthusiasm in teaching and lazy to enter the class.

The results of this study are under the results of previous studies conducted by Sjamsuri (2019: 6) which showed that self-efficacy had a significant effect on teacher performance in PGRI High School.

Based on the description above, it can be concluded in this study that self-efficacy variables have a positive and significant effect on teacher performance in Yayasan Muhammadiyah 3 Pandaan, Pasuruan Regency.

## **2. Effects of Teacher Emotional Intelligence on Teacher Performance**

The definition of emotional intelligence according to Goleman (2015) namely "as the ability to control oneself, enthusiasm and perseverance, as well as the ability to motivate yourself" Emotional Intelligence is the way or ability possessed by a teacher at the Muhammadiyah 3 Pandaan Foundation to control himself, motivate himself, and also encouraging, creating perseverance towards himself towards the tasks and jobs he faces. To achieve the expected goals, the indicators are 1). Self-awareness, 2). Self-regulation, 3). Motivation, 4). Empathy, 5). Ability to foster relationships with others. The results of this study indicate that the variable Emotional intelligence of teachers can influence teacher performance at the Muhammadiyah 3 Pandaan Foundation in Pasuruan Regency. This can be seen from the regression coefficient of the free variable emotional intelligence of the teacher by 0.188, which means that when the emotional intelligence of the teacher has increased or decreased by 1 unit then the teacher's performance will also increase or decrease by 0.188. In this regard, the reality that occurred at the Pandaan Muhammadiyah 3 Foundation in Pasuruan Regency showed that the emotional intelligence of teachers was not yet fully good, especially when they were concerned or sympathetic to the conditions that befell those around them. Because from the observations that I get many teachers who when teaching only teach without interacting with students personally. The teacher must also understand the cause of his anger so that when dealing with the cause of his anger he can control himself. The teacher must also be proud of himself because that way the teacher will appear confident in front of students and increase his authority in front of his students. The teacher also has to have many friends because to share experiences with other teachers so they can solve various problems while teaching.

The results of this study are following the results of previous research conducted by Satriyono (2018: 40) which shows that the emotional intelligence of teachers has a significant effect on teacher performance.

Based on the description above, it can be concluded in this study that the variable of emotional intelligence of teachers has a positive and significant effect on teacher performance in Yayasan Muhammadiyah 3 Pandaan, Pasuruan Regency.

## **3. Effects of Intellectual Intelligence on Teacher Performance**

Intellectual intelligence is the ability of figures related to the way of understanding and reasoning logically in the field of language. Because the field of language is related to feelings and if there is a language that is incompatible with the individual, the body's response will argue that the language in the world cannot be accepted by reason and feeling. Verbal ability will be related to understanding and reasoning in the field of language, which can be interpreted in the verbal ability of individuals able to say words clearly and be able to provide feedback on commands or sentences they hear from the way they communicate (Putra, 2016). Understanding and reasoning in the numerical field is individual knowledge in the field of numerical calculation. So, in the calculation of numbers, individuals will think every time they do the calculation process to produce the correct answer to the number calculation activities that are being done (Choiriah, 2013). Intellectual intelligence is the ability possessed by teachers at the Muhammadiyah 3 Pandaan Foundation in terms of mastery of the material, reasoning, understanding, numerical, etc., of a material that will be delivered to students. The indicators are (1) Verbal Ability, (2) Perception Speed, (3) Inductive Reasoning, (4) Deductive Reasoning.

The results of this study indicate that the variable of intellectual intelligence can affect the performance of teachers at the Pandaan Muhammadiyah 3 Foundation in Pasuruan Regency. This can be seen from the regression coefficient of the intellectual free variable of 0.448, which means that when intellectual intelligence has increased or decreased by 1 unit the teacher's performance will also increase or decrease by 0.448. In this regard, the reality that occurred at the Pandaan Muhammadiyah Foundation 3 Pasuruan Regency showed that intellectual intelligence was not yet fully good, especially when the ability to understand what was read, because understanding what the teacher was reading would make it easier for the teacher to explain to students, so students could understand the knowledge given by the teacher.

The results of this study are consistent with the results of previous studies conducted by Ayu (2019) which showed that intellectual intelligence has a significant effect on teacher performance.

Based on the description above, it can be concluded in this study that the intellectual intelligence variable has a positive and significant effect on teacher performance at Yayasan Muhammadiyah 3 Pandaan, Pasuruan Regency.

#### **4. Effect of Principal Leadership on Teacher Performance**

Principal Leadership is a leader in the level of institutional school organization that will determine how the overall organizational performance (Purwanto, 2009: 81). Leadership has a high intensity of relationships with people both vertically and horizontally and diagonal interactions or outgoing relationships, all with the intention as a unity in maintaining, maintaining, and developing the organization so that the achievement of the most optimal organizational goals (Istianto, 2011). School-style leadership is an attempt by a leader to mobilize people in an educational organization to achieve educational goals. The indicators are 1 ). Personality, 2 ). Ability (Ability), 3 ). Capability, 4 ). Tolerance.

The results of this study indicate that the principal's leadership variable can influence the performance of teachers at the Muhammadiyah 3 Pandaan Foundation in Pasuruan Regency. This can be seen from the regression coefficient of the independent variable of the principal's leadership of 0.476, which means that when the principal's leadership increases or decreases by 1 unit the teacher's performance will also increase or decrease by 0.476. In this regard, the reality that occurred at the Pandaan Muhammadiyah 3 Foundation in Pasuruan Regency showed that the principal's leadership was not yet fully good, especially when the headmaster compiled the details of the task of each school personnel clearly because when the headmaster gave details of the task to the teacher concerned it will make it easier for the teacher to do the assignments given to him.

The results of this study are following the results of previous research conducted by Rahmawati (2013) which shows that the leadership of the principal has a significant effect on teacher performance.

Based on the description above, it can be concluded in this study that the leadership variable of the school principal has a positive and significant effect on the performance of teachers in Yayasan Muhammadiyah 3 Pandaan, Pasuruan Regency.

### **V. Suggestions And Conclusions**

#### **A. Conclusion**

Based on the results of research and discussion, conclusions can be made, including:

1. Self-efficacy is one's belief in and self-assessment of the work done by the teacher at the Muhammadiyah 3 Pandaan Foundation. Emotional intelligence is a way or ability possessed by a teacher at the Muhammadiyah 3 Pandaan Foundation to control himself, motivate himself, and also encourage, create perseverance towards himself against the tasks and work he faces. Intellectual intelligence is the ability possessed by teachers at the Muhammadiyah 3 Pandaan Foundation in terms of mastery of the material, reasoning, understanding, of a material that will be delivered to students. School-style leadership is an attempt by a leader to mobilize people in an educational organization to achieve educational goals.
2. From the calculation results of multiple regression analysis using SPSS, the self-efficacy (X1), teacher emotional intelligence (X2), intellectual intelligence (X3), principal's leadership (X4), simultaneously, or overall have a significant effect on teacher performance ( Y). Partially, the self-efficacy variable (X1) has a significant effect on teacher performance (Y). Teacher emotional intelligence variable (X2) significantly influence teacher performance (Y). The variable of intellectual intelligence (X3) has a significant effect on teacher performance (Y). The leadership variable (X4) significantly influences teacher performance (Y).
3. It is suspected that the intellectual intellect variable has a dominant influence on the performance of teachers at the Muhammadiyah 3 Pandaan Foundation in Pasuruan Regency. But when examined using the t-test by looking at the value of probability (p-value ), the principal's leadership (X4) is obtained which has the highest value among the other independent variables. Thus, the second hypothesis reads, "the independent variable that has a dominant influence on teacher performance at the Muhammadiyah 3 Pandaan Foundation in Pasuruan Regency is the leadership of the school principal. Based on these results, the second hypothesis is rejected.

#### **B. Suggestions**

1. For the Education Office of Pasuruan Regency

The Head of the Pasuruan Regency Education Office must work closely with the Provincial Department of Education and Culture and the Ministry of National Education to improve teacher performance. The main thing to do is to strive so that the quality needs of teachers increase. Improving the quality of teachers can be supported by various factors including paying attention to the welfare of teachers through salaries and having to do a lot of training or BIMTEK or DIKLAT. Because if this is done it can improve the performance of their students.

## 2. For the Principal

a. Must have personalities that can be emulated by teachers and students. It is expected that a leader becomes a role model for teachers and students.

b. Always give awards to teachers who have more ability, even if it is only a compliment. Because in that way foster a sense of enthusiasm to continue to be good and as a venue for the competition to go good.

c. Always create togetherness and a sense of family for teachers and students. There is no gap between the leader and the teacher. All work together without anyone being dropped to achieve the desired goals, of course, to improve the quality of school institutions.

## 3. For Teachers

Must be able to improve work discipline and be professional in work, one of which is trying to manage the teaching and learning process well so that it is sufficiently efficient following a predetermined time allocation.

## 4. For Further Researchers

The results of this study as reference material or source of theoretical studies for future researchers who want to examine the concept of the same title as this research. It is important to note that the quality of the teacher is not reviewed by professionalism only but from the perspective of the public is important to be determined (Respati, 2010). It is expected to add the quality of the teacher as a variable exogenous is related to teacher performance.

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Fidrotul Khusnah, et. al. "Effect Of Self-Efficacy, Emotional Intelligence Of Teachers, Intellectual Intelligence, School Head Leadership On Teacher Performance On Muhammadiyah Foundation Pandaan Pasuruan District." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 10(4), (2020): pp. 08-14.