The Effect of Emotional Intelligence during the Covid-19 Pandemic on Teacher Performance MTsN 1 Lima Puluh Kota

Iswantir M[1], Teti Asmarni[2], Budi[3], Abrar[4]

[1]UIN Sjech M Djamil Djambek Bukittinggi and iswantir@iainbukittinggi.ac.id
[2]UIN Sjech M Djamil Djambek Bukittinggi and tetiasmarni06@gmail.com
[3]UIN Sjech M Djamil Djambek Bukittinggi and budialmahfuz@mail.com
[4]UIN Sjech M Djamil Djambek Bukittinggi and abrarbustanul8754@gmail.com

Abstract

The purpose of this study was to determine the emotional intelligence of teachers in dealing with learning during the covid-19 pandemic which consisted of self-awareness, self-management, social awareness, self-motivation, and relationship management on teacher performance. The approach used in this study is a quantitative approach with the type of correlational research, namely research used to determine the relationship between the independent variable (emotional intelligence) and the dependent variable (teacher performance). The instrument used in this study was a questionnaire or questionnaire to determine emotional intelligence and teacher performance. The analysis of this research uses quantitative methods with multiple regression analysis. The respondents were 30 teachers. From the research, it was found that emotional intelligence and teacher performance were quite good and very good, and emotional intelligence variables had a significant effect on teacher performance. That is, the independent variable, namely emotional intelligence (social awareness, self-management, empathy, and relationship management) can explain the dependent variable (teacher performance) is greater than the other variables of this study. So, it can be concluded that emotional intelligence affects teacher performance.

Keywords: emotional intelligence, self-awareness, self-management, empathy, self-motivation, relationship management, and teacher performance

1. Introduction

The covid-19 pandemic in Indonesia that has occurred in the past two years has had an impact on various sectors of life, including the education sector. Based on this condition, the Ministry of Education and Culture (Kemendikbud) took a policy in organizing teaching and learning activities, namely learning from home or BDR. This is done so that the national education goals of educating the nation's life and developing the whole person are still achieved even though it is facing a pandemic. Ministry of Education and Culture (Ministry of Education and Culture, 2020: 10).

Although teaching and learning activities in this pandemic era are different from previous teaching and learning activities, education must be run by the previously formulated national education goals. To overcome this, the Ministry of Education and Culture has issued a Circular Letter to the Minister of Education and Culture Number 4 of 2020 and a Circular Letter to the Secretary General of the Ministry of Education and Culture Number 15 of 2020 concerning the implementation of educational policies and guidelines for implementing learning from home during the emergency period of the spread of covid-19. Learning activities carried out with Learning from Home or BDR experience several obstacles such as many students not doing assignments and collecting them on time, learning activities only using google classroom and WhatsApp groups because some students do not have enough data packages and teachers have not found the right learning method to use in delivering learning material. Learning activities from home or BDR are carried out to provide meaningful learning experiences for students

without giving the burden of demands to complete all curriculum achievements or learning activities from home are more focused on life skills education, namely regarding the co-19 pandemic. The learning material provided is tailored to the needs of students, the allocation of learning time is shortened, and activities and assignments are given by considering the facilities and infrastructure during the learning activity process and prioritizing positive interaction and communication patterns between teachers and parents. (Khanifah Rikiyah, 2021: 2).

Thus, teachers are required to be professional to be able to suddenly redesign the design of the learning process to its evaluation by making optimal use of technology. In carrying out the learning process to learning evaluation, management is needed that can make learning good. Teacher professionalism in the education process has a very strategic role in guiding students to achieve their learning goals. Teachers are managers of meaningful learning that can bring students toward maturity and maturity towards independence. Teachers not only act as teachers and deliver subject matter as the responsibility of learning, but teachers must act as educators. As stated by Syaiful Sagala (2007: 99) that in carrying out their duties a teacher not only masters the teaching material and can educational techniques, but must also have a reliable personality and personal integrity so that he becomes a role model for students, family, and society. Furthermore, Syaiful Sagala, ten teaching competencies must be possessed by teachers. These competencies include 1) Mastering the foundations of education; 2) Mastering learning materials; 3) Managing teaching and learning programs; 4) Managing classes/class management; 4) Managing student learning interactions; 5) Managing student learning interactions; 6) Assessing student learning outcomes; 7) Know and translate the curriculum; 8) Know the functions and programs of guidance and counseling; 9) Understand the principles and results of teaching; 10) Know and organize educational administration (Syaiful Sagala, 2007: 99).

One of the successes that can be used as a determinant of the success of an educational institution is the number of students who excel and can develop the potential that exists within themselves. This success is greatly influenced by the performance of individuals in it. Teachers are one of the resources that have an important role in supporting the achievement of the quality of an educational institution.

Teachers as human beings are born with unique characteristics in giving perceptions to something according to their level of emotional intelligence. Goleman (2003) cited by Gandung Satriyono and Pamadya Vitasmoro (2018: 33) states that the success of a person's life is determined by his formal education 15% while 85% is determined by his mental attitude/personality. Goleman's (2003) research shows that the biggest abilities that affect a person's success at work are empathy, self-discipline, and initiative, known as emotional intelligence. Emotional intelligence describes how an individual's potential to master self-awareness, self-management, empathy (social awareness), and social skills (relationship management) in realizing success at work (Satriyono, 2008: 33).

Goleman includes a collection of emotional competencies in each element of emotional intelligence. These emotional competencies are not innate from birth but abilities that can be learned and can help a person in achieving good performance. Goleman places an individual at birth with the same general emotional intelligence that ensures they have the potential to learn emotional competencies.

Table 1.1 Emotional Intelligence according to Goleman.

	SELF (self-competence)	OTHER (social competence)
Introduction	Self-awareness	Empathy
	Emotional Self-Awareness	Feeling what others feel.
	Self-Assessment	Other people's perspectives
	Self-Confidence	Aligning oneself
Regulation	Self-regulation	Social Skills
	Emotional self-control	Inspiring Leadership
	Honesty/transparency	Having Influence
	Adaptability	Developing others
	Achievement	Sparking Change
	Initiative	Conflict Management
	Optimism	Building bonds
		Cooperation and collaboration

Furthermore, Patricia (1998) cited by Edy Suparno (2005: 18) explains that "The components of emotional intelligence are personal intelligence and social intelligence". Personal intelligence is an individual perception that emphasizes inner development that can lead to success. Social intelligence is the ability to give the perception of managing a relationship with the environment. According to Arifin (2019: 145), "Emotional intelligence is a set of skills that need to be inculcated from an early age".

From the description above, it can be concluded that from various components affecting the learning process carried out by teachers, it appears that teacher competence and teacher emotional intelligence have different indicators. The close relationship between teacher competence and teacher emotional intelligence is when teacher competence as the reality of the teacher will be able to show more optimal results if it is based on teacher emotional intelligence as a perception of facing situations in everyday life. This is because in dealing with something a teacher must first have a perception, then overcome it according to the competence possessed based on his perception. The manifestation of this will lead to teacher performance as a planner, actor, and evaluator of learning.

Good teacher performance will produce students who excel and can develop their potential. The Director General of Teachers and Education Personnel (GTK) of the Ministry of Education and Culture, Sumarna Surapranata, said that when detailed again for the UKG results the national average competence is only 48.94, which is below the minimum competency standard (SKM), which is 55. Based on this information, it can be seen that teachers' competence is still low. Low teacher competence will have an impact on the quality of the students being guided and the quality of the educational institution, of course.

Based on the description above, the following problems can be identified:

a. How is the description of the emotional intelligence of teachers at MTsN 1 Lima Puluh Kota.

b. What is the general description of teacher performance at MTsN 1 Lima Puluh Kota.

c. Is there an influence between emotional intelligence including self-awareness, self-regulation (self-management), empathy (social awareness), and social skills (relationship management) on teacher performance at MTsN 1 Lima Puluh Kota?

2. Method

2.1. Population and Sample

The population in this study were all teachers who worked at MTsN 1 Lima Puluh Kota in 2021. While the sample in this study was taken randomly with a proportional number of teachers from both grades 7, 8, and 9 at MTsN 1 Lima Puluh Kota as many as 30 people.

2.2. Research Variable

The variables in this study are as follows:
a. Free Variables

Consisting of emotional intelligence which contains: Self-awareness, self-regulation (self-management), empathy (social awareness), and social skills (relationship management).
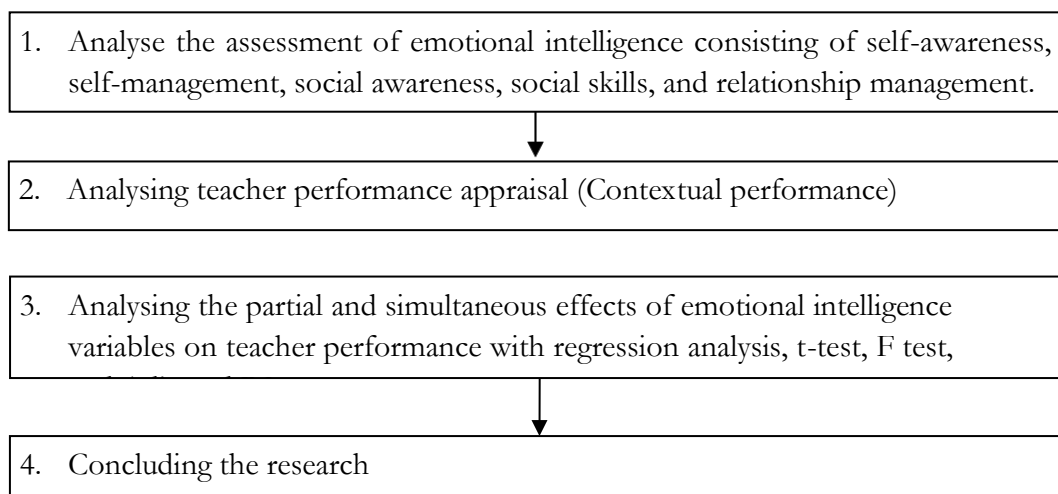
b. The dependent variable

The dependent variable in this study is the performance of teachers at MTsN 1 Lima Puluh Kota, specifically in the aspect of contextual performance, which can be referred to as performance that depends on the situation.

c. Operational Framework

The conceptual framework in this study is as follows:

Figure 2.1 conceptual framework

1. Analyse the assessment of emotional intelligence consisting of self-awareness, self-management, social awareness, social skills, and relationship management.

↓

2. Analysing teacher performance appraisal (Contextual performance)

3. Analysing the partial and simultaneous effects of emotional intelligence variables on teacher performance with regression analysis, t-test, F test,

↓

4. Concluding the research

3. Results and Discussion

The result section show objectively the presentation of the research key results without any interpretation using text, tables and figures. The result section begins with text, presenting the key finding, and referring to the tables and figures. The table must not print screen, specific numerical values, compare and contrast values, and minimum of 2 row and column. The figures must clear (provide original file as supplementary file in article submission), highlight trends, pattern, and relationship. The result section must present how the author ensure the data validity and reliability

The discussion section show how the author interpret the results in light of what was already known, and to explain the new understanding of the problem after taking your results into consideration. The discussion must connect with the Introduction so it tells how your study contribute to the body of knowledge and society.

Below is a description of the intelligence and performance categories of MTsN 1 Lima puluh Kota teachers.

Table 3.1: Emotional Intelligence Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	21	46,7	46,7	46,7
	Very good	24	53,3	53,3	100,0
	Total	45	100,0	100,0	

Table 3.2: Performance Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	11	24,4	24,4	24,4
	Very good	34	75,6	75,6	100,0
	Total	45	100,0	100,0	

3.1. Multiple Linear Regression Analysis

Based on multiple linear regression calculations between Social Awareness (X1), Self-regulation (X2), Empathy (X3), and Social Skills (X4) on Performance (Y) with the help of the SPSS 22 program (Imam Ghozali (2014)) obtained the following results :

Table 3.3 : Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,044	,379		2,757	,009
Rata2_X1 (social awareness)	,041	,115	,044	,355	,725
Rata2_X2 self-management)	,163	,177	,166	,917	,365
Rata2_X3 (empathy)	,305	,147	,364	2,081	,044
Rata2_X4(social competence)	,233	,124	,302	1,885	,067

Dependent Variable: Rata2_Y

Based on this table, the following is a regression equation that reflects the relationship between the variables in this study.

Y = 1.044 + 0.041X1 + 0.163X2 + 0.305X3 + 0.233X4

Description:

Y = Performance

X1 = Social Awareness

X2 = Self-regulation

X3 = Empathy

X4 = Social Skills

The interpretation of the multiple regression equation is as follows:

a) a = 1.044. This means that if Social Awareness (X1), Self-regulation (X2), Empathy (X3), and Social Skills (X4) are 0 / ignored then Teacher Performance at MTsN 1 Lima Puluh Kota (Y) will be 1.044.

b) b1 = 0.041. Social Awareness (X1) has a positive effect on Performance (Y) with a coefficient value of (0.041). This means that if Self-regulation (X2), Empathy (X3), and Social Skills (X4) are constant, then an increase in Social Awareness (X1) will cause an increase in Performance (Y) by 0.041 units.

c) b2 = 0.163. Self-regulation (X2) has a positive effect on performance (Y) with a coefficient value of (0.163). This means that if Social Awareness (X1), Empathy (X3), and Social Skills (X4) are constant, then an increase in Self-regulation (X2) will cause an increase in Performance (Y) of 0.163.

d) b3 = 0.305. Empathy (X3) has a positive effect on Performance (Y) with a coefficient value of (0.305). This means that if Social Awareness (X1), Self-regulation (X2), and Social Skills (X4) are constant, then an increase in Empathy (X3) will cause an increase in Performance (Y) of 0.305.

e) b4 = 0.233. Social Skills (X4) has a positive effect on Performance (Y) with a coefficient value of (0.233). This means that if Social Awareness (X1), Self-regulation (X2), and Empathy (X3) are constant, then an increase in Social Skills (X4) will cause an increase in Performance (Y) of 0.233.

The largest regression coefficient value (standardized coefficients) is the regression coefficient on the Empathy variable of 0.305. This shows that Empathy has the most dominant influence on Teacher Performance at MTsN 1 Lima Puluh Kota compared to the variables of Social Awareness, Self-regulation, and Social Skills.

3.2. Partial Linear Regression Test Results

Table 3.4 : XI independent variable: Social Awareness Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,368	,458		5,174	,000
	Rata2_X1	,320	,133	,345	2,409	,020

Dependent Variable: Rata2_Y

Table 3.5 : Independent Variable X2 = Self-regulation Coefficients

	Unstandardized Coefficients	Standardized Coefficients

Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1,302	,369		3,529	,001
	Rata2_X2	,657	,111	,668	5,893	,000

Dependent Variable: Rata2_Y

Table 3.6 : Independent Variable X3 =Empathy Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,423	,297		4,793	,000
	Rata2_X3	,610	,088	,726	6,927	,000

Dependent Variable: Rata2

Table 3.7 : Independent Variable XI Social awareness

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,368	,458		5,174	,000
	Rata2_X1	,320	,133	,345	2,409	,020

a. Dependent Variable: Rata2_Y

3.3. Simultaneous Test (F-test)

The results of the F test using the SPSS program can be seen in the following table:

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	162.092	4	40.523	15.857	.000a
	Residual	102.219	40	2.555		
	Total	264.311	44			

a. Predictors: (Constant), Social Skills, Social Awareness, Empathy, Self-regulation

b. Dependent Variable Performance.

Based on the results of the simultaneous test, the value of Fhitung = 15.857 is obtained while Ftabel with a sample of 30 respondents at a confidence level of 95% (5% error) is 2.61. The above conditions state that simultaneously the independent variables (social awareness, self-regulation, empathy, and social skills) have a significant effect on performance the simultaneous hypothesis in this study reads "There is a positive influence between social awareness, self-regulation, empathy, and social skills on Teacher performance at MTsN 1 Lima Puluh Kota is accepted".

3.4. Determination Coefficient Test

The model feasibility test is expressed using the coefficient of determination (Adjusted R2). This coefficient of determination can be seen in the table below:

Table 3.9 : Correlation and Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.783a	.613	.575	1.599

a. Predictors : (Constant), Social Awareness, Self-regulation, Empathy, and Social Skills
b. Dependent Variable Performance

Based on Table 4.9, the correlation coefficient (R) value shows the level of closeness of the relationship between the independent variable and the dependent variable, which is 0.783 or close to 1, meaning that there is a strong relationship, and it appears that the R2 (R Square) value is 0.613. This shows that the percentage diversity of the influence of the independent variables (social awareness, self-regulation, empathy, and social skills) on the dependent variable (performance) is 61.3% while the remaining 38.7% is influenced by other factors outside this study.

4. Conclusion

a. From the results of descriptive analysis seen in table 4.1 for the category of emotional intelligence of MTsN 1 Lima Puluh Kota teachers classified as good and very good.

b. b. From the results of descriptive analysis seen in table 4.2 for the category of teacher performance MTsN 1 Lima Puluh Kota classified as good and very good.

c. c. From the results of the partial linear regression test on each independent variable has a positive effect on teacher performance.

d. d. From the results of the simultaneous test (F test) seen in Table 4.8 the resulting value of Fcount = 15.857 which is higher than Ftable 2.61 (with a confidence level of 95%).

The determination test, it shows that the independent variables (social awareness, self-regulation, empathy, and social skills) can explain the dependent variable (performance) by 61.3% while the remaining 38.7% is explained by other factors outside this study.

References

Arifin. 2019. *Management of Teachers' Emotional Intelligence in the Industrial Revolution 4.0 Era*: Journal Advances in Social Science, Education, and Humanities Research-Atlantis Press.

Ghozali, Imam. 2011. *Aplikasi Analisis Multivariate dengan Program IBM SPSS 19*. Semarang: Badan Penerbit Universitas Diponegoro

Khanifah, Rizkiyah. 2021. *Hubungan Kecerdasan Emosional dengan Prestasi Akademik Siswa Kelas IX SMP Negeri 3 Kepanjen*: Skripsi. Fakultas Ilmu Tarbiyah-UIN Maulana Malik Ibrahim Malang.

Kementerian Pendidikan dan Kebudayaan. 2020. *Panduan Penyelenggaraan Pembelajaran pada Tahun 2020/2021 dan Tahun Akademik 2020/2021 di Masa Pandemi Coronavirus Disease 2019 (Covid-*

19). Jakarta: Kementerian Pendidikan dan Kebudayaan.

Mulyasa, E. 2009. *Manajemen Berbasis Sekolah (Konsep, Strategi dan Implementasi).* Bandung: PT Remaja Rosda Karya

Nafis, Ahmadi H. Syukron. 2010. *Pendidikan Madrasah.* Yogyakarta: LaksBang Pressindo.

PP RI No. 57 tahun 2021 tentang *Standar Nasional Pendidikan.*

Rimang, Siti Suwadah. 2011. *Meraih Prediket Guru dan Dosen Paripurna.* Bandung: Alfabeta.

Sagala, Syaiful. 2007. *Manajemen Strategik dalam Peningkatan Mutu Pendidikan.* Bandung: Alfabeta.

Satriyono, Gandung dan Pamadya Vitasmoro. 2018. *Pengaruh Kecerdasan Emosional Terhadap Kinerja Guru di SMPN 4 Kediri,* Jurnal. EkoNiKa vol. 3.

Suparno, Edy. 2005. *Pengaruh Kompetensi, Motivasi Kerja, dan Kecerdasan Emosional Guru terhadap Kinerja Guru di SMP Negeri se-Rayon Barat Sragen.* Tesis. Surakarta. Program Pascasarjana Universitas Muhammadiyah.

Wahyudi. 2018. *The Influence of Emotional Intelligence, Competence, and Work Environment on Teacher Performance Of SMP Kemala Bhayangkari Jakarta.* Journal. Scientific Journal of Reflection: Economics, Accounting, Management, and Bussines.