

Emotional Intelligence and Competency Factors in Explaining Teacher Performance

Okta Eka Putra¹, Prisi Aulia Eris Vany², Dikdik Purwadisastra³

Universitas Informatika dan Bisnis Indonesia, Indonesia^{1,2,3}

Correspondent: oktaeka@unibi.ac.id¹

Received : December 03, 2024

Accepted : December 13, 2024

Published : February 24, 2025

Citation: Putra, O. P., Vany, P. A. E., & Purwadisastra, D. (2025). Emotional Intelligence and Competency Factors in Explaining Teacher Performance. *Commercium : Journal of Business and Management*, 3(1), 1-12. <https://doi.org/10.61978/commercium.v3i1>

ABSTRACT: This scholarly inquiry seeks to elucidate the characterisation and impact of emotional intelligence, professional competence, and pedagogical performance within the KH. Zainal Mustafa Cluster is located in Cikalong Wetan. The methodological framework adopted for this study encompasses both descriptive and verification methodologies, employing quantitative research techniques. The demographic scope of this investigation encompasses all elementary school educators affiliated with the KH. Zainal Mustafa Cluster in Cikalong Wetan comprises a total of nine educational institutions and includes 91 teaching professionals. The sampling methodology in this research utilises a non-probability sampling technique, precisely a saturated sampling approach, thereby ensuring that every individual within the population is included in the sample. The outcomes derived from the descriptive analysis reveal that the variable of emotional intelligence is categorised as high, the variable of competence is classified as good, and the variable of teacher performance is also designated as exemplary. The findings derived from the partial determination assessment indicated that the emotional intelligence variable exerted an influence of 22.4% on the performance of educators, whereas competence demonstrated a 24.7% effect on educator performance; when considered concurrently, the combined impact of emotional intelligence and competence on teacher performance was observed to be 40%. The outcomes of the hypothesis testing revealed that, in isolation, both the emotional intelligence and competency variables exhibited a statistically significant effect on teacher performance, characterised by a positive direction of influence; furthermore, it was determined that collectively, the emotional intelligence and competency variables significantly impacted the teacher performance within the KH. Zainal Mustafa Cluster is located in Cikalong Wetan.

Keywords: Emotional Intelligence, Competency, Teacher Performance



This is an open-access article under the CC-BY 4.0 license

INTRODUCTION

Organisations have various goals to achieve, so they must be able to provide competent and potential human resources. According to Sedarmayanti (2017) in organisations, human resources represent the most significant and essential assets an organisation possesses, as the prosperity of an organisation is fundamentally contingent upon its human capital (Sedarmayanti, 2017). The key

to a company's success is its human resources to continuously improve its organisation (Fitriani & Wajdi, 2023). Managerial and operational functions support efforts to achieve company goals (Putra & Sari, 2020). The role of education in improving quality human resources (Syifa, 2022). Achieving success in educational goals and improving and developing the quality of Human Resources cannot be separated from the role of teachers as educators.

The United Nations Educational, Scientific and Cultural Organization survey regarding the quality of education in developing nations within the Asia-Pacific region positioned Indonesia in the 10th rank out of 14 countries. Teachers' performance is a determining component in every effort to improve the quality of education to contribute to the quality of education (Hafrizal et al., 2022). In line with the opinion of Supriadi (2013) The teacher largely determines the achievement of educational and learning goals and the organisation of infrastructure, students, media, tools, and learning resources (Supriadi, 2013). Teacher performance evaluation is carried out to ensure that teacher performance is inadequate. As published by the Curriculum and Educational Assessment Standards Agency, teacher performance assessment includes four assessment criteria, namely, Pedagogical Competency (K1), Personality Competency (K2), Social Competency (K3) and Professional Competency (K4). The following is data from the Teacher Performance Assessment KH Zainal Mustafa Cluster:

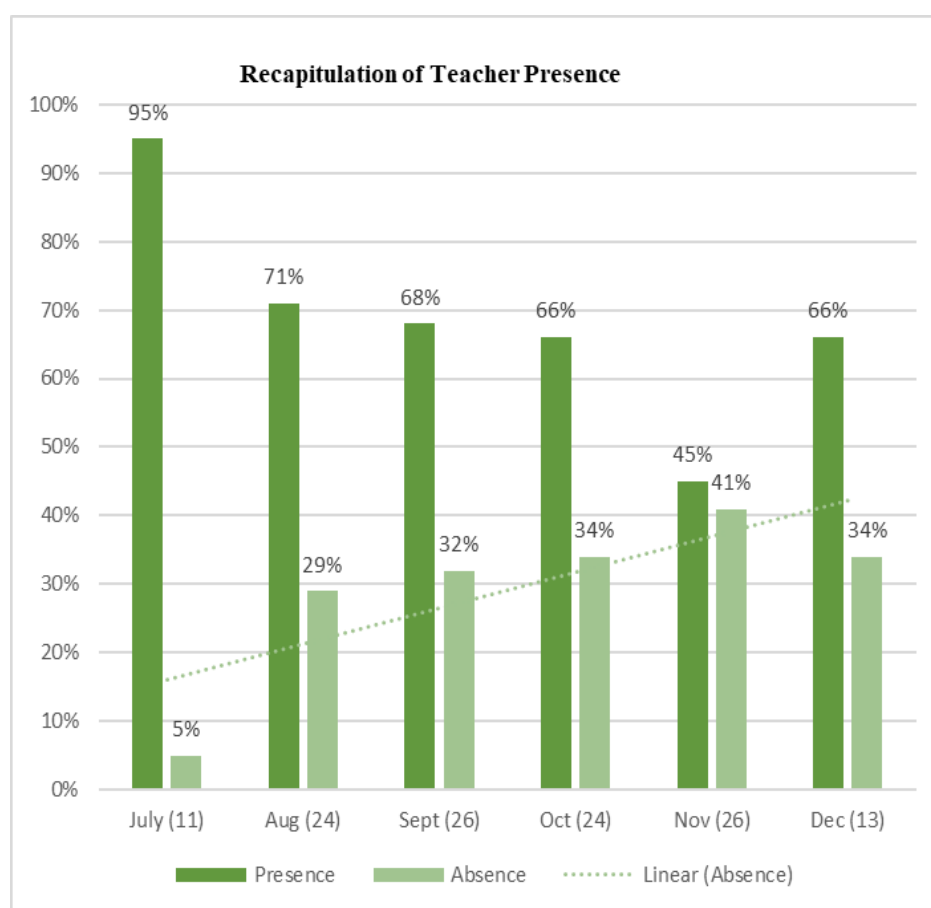
Table 1 Recapitulation of Teacher Performance Assessment (PKG) Results

No	Assessment Category	Mean	
		2021	2022
1	Pedagogy	37,32%	34,06%
2	Personality	17,20%	16,89%
3	Social	11,26%	11,44%
4	Professional	9,53%	9,83%

Source: PKG processed by researchers (2023)

According to Table 1, it is evident that there has been a decrease in the performance evaluation of the KH. Zainal Mustafa Cluster from the year 2021 to the year 2022, specifically in the pedagogical assessment domain (K1), which recorded a decline of 3.26%, and in the personality assessment domain (K2), which experienced a reduction of 1.67%. This is because many teachers still make Learning Implementation Plans that do not follow curriculum demands based on assessment instruments in the pedagogical category. Teacher performance can also be measured in learning achievement (Wibowo & Farnisa, 2018). Based on observations, we found that students' interest in learning is still low, and the role of competent teachers is needed to support student learning achievements. Teachers must be able to use appropriate teaching methods so students can feel interested or not bored during the learning process. (Wibowo & Farnisa, 2018)

Moreover, the criteria for evaluating a teacher's efficacy may be assessed through attendance metrics (Haq et al., 2019). The following is a recapitulation of data on the attendance of KH teachers. Zainal Mustafa Cluster during Odd Semester 2022:



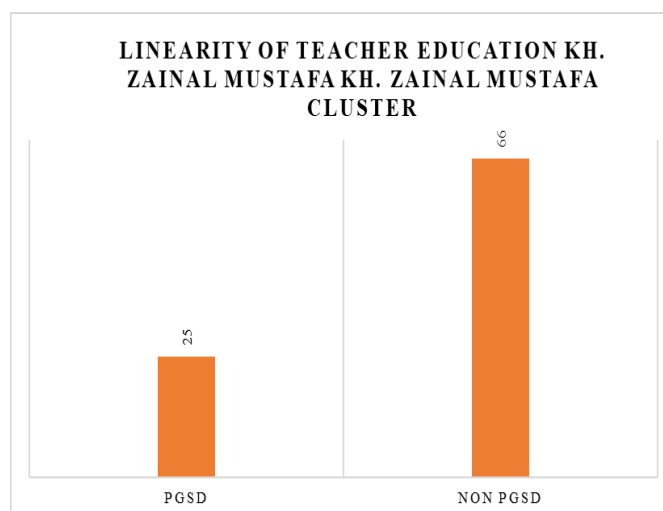
Source: Teacher data processed by the author (2023)

Graph 1 Recapitulation of Teacher Presence

Based on Graph 1, teacher attendance is experiencing an increasing trend in absenteeism; every month, there are always teachers who are absent without explanation or are absent. The efficacy of educators' performance may be affected by psychological determinants, including emotional intelligence (Aryanti, 2020). In line with Ardiansah and Rizana (2023), the emotional maturity of teachers will cause teachers to be wiser in making decisions, communicate with many people, and have a sense of responsibility for work. The researchers conducted a pre-survey regarding KH's emotional intelligence to support and strengthen this research. Zainal Mustafa Cluster (Chen et al., 2024; Jalilzadeh et al., 2024). The results showed that respondents could recognise their emotions but could not control themselves from being absent from work and had difficulty building good relationships with co-workers. Most respondents admitted that they could not understand other people's emotions or control their voice when working.

In emotional intelligence, to fulfil the objectives delineated in the organization's vision and mission, it is imperative that an educator, serving as a facilitator of the learning process for all learners, possesses competencies that align with the organisation's requirements. Mahmudah (2021) states

that competence is a person's characteristic in each professional field to achieve success at work. To be a teacher, one must meet various qualifications and abilities. With good qualifications and abilities, the teaching profession will be highly respected. The following is an overview of KH's professional competencies. Zainal Mustafa Cluster is shown by the composition of teachers based on educational background:



Source: Teacher data processed by the author (2023)

Graph 2 Linearity of Teacher Education KH. Zainal Mustafa Cluster

Based on Graph 2, the educational background is mostly not from the PGSD major. This condition is irrelevant to his profession as an elementary school teacher, and there are still teachers with high school/vocational education levels. This is due to the lack of teaching staff who meet the required qualifications and competencies, so the school accepts prospective teaching staff from any educational background. The government's new policy allows teachers not from the PGSD department to teach in elementary schools. Several previous studies related to performance have been carried out. However, there are inconsistencies from previous researchers—several research results related to the research. First, related to the emotional intelligence variable, research conducted by Mahmudah (2021), Setiawan and Komalasari (2022), and Ariyanti (2020) stated that the emotional intelligence variable influences performance. In contrast to research conducted by Ardiansah and Rizana (2023), Borman and Westi (n.d.), and Lansart et al. (2019) stated that the emotional intelligence variable does not influence performance.

Second, related to the competency variable, research conducted by Ma'ruf et al. (2022), Suherman (2021), and Munawir et al. (2022) stated that competency variables influence performance. Unlike research conducted by Hidayat (2021) and Nurlindah and Rahim (2018), which stated that the competency variable does not influence performance, This research is different, especially in the research locus, which was carried out on KH. Zainal Mustafa Cluster, where this object has never been studied before. In this research, the theory used to measure performance differs from previous research, namely, the theory used by Azwar (2018). Furthermore, this research was conducted in 2023 and is still very relevant. Regarding problem identification, this research must be conducted to answer problems regarding emotional intelligence, competence and teacher

performance, especially for KH. Zainal Mustafa Cluster to improve the quality of education, considering that the quality of education is determined by a teacher who plays the leading role in the learning process for students at school. Schools hope to become places for higher-quality learning processes and produce outstanding students.

METHOD

The methodological framework employed in this investigation is characterised by a descriptive and verification approach utilising a quantitative paradigm. This strategy will discover a substantial link between the variables under consideration. This will aid in concluding a clearer image of the subject of the investigation. The target population for this study comprises all elementary school educators within the KH. Zainal Mustafa Cluster is situated in the Cikalong Wetan District, encompassing nine educational institutions and 91 teaching professionals. The sampling strategy employed in this study adopts a non-probability sampling technique, explicitly utilising a saturated sampling approach, ensuring that every population member is included in the sample. The rationale for employing saturated samples, specifically the limited population that constitutes the research subjects, is relatively constrained and facilitates the inclusion of all constituents of the population.

Furthermore, the investigation findings will exhibit enhanced precision due to the absence of potential sampling bias, thereby simplifying the generalisation process without necessitating supplementary assumptions. This research encompasses two distinct categories of variables, independent variables (emotional intelligence and competence) and dependent (teacher performance). The methodologies for collecting data and information include observation, interviews, questionnaires, and literature review. The results of the validity assessment conducted on the research variables indicate that all statement items satisfy the criteria for validity. Furthermore, the outcomes of the reliability assessment reveal that the overall variable value (Cronbach's alpha) exceeds the threshold of 0.60, affirming the reliability of the measurement instrument employed. The subsequent assessments encompass classical assumption evaluations (Normality, Heteroskedasticity, and Multicollinearity), Multiple Linear Regression Analysis, Coefficient of Determination Assessment, Partial Analysis (t-test), and Simultaneous Analysis (F-Test) employing the assistance of SPSS software. The following is presented related to the research and operational variables used.

As per the findings of Goleman (2018), emotional intelligence encompasses the capacity to observe and regulate one's own emotions and those of others, in addition to employing these emotions to shape cognitive processes and behavioural responses (Goleman, 2018). The determinants of emotional intelligence comprise self-awareness, self-regulation, intrinsic motivation, empathy, and interpersonal skills. Competence, as articulated by Wijaya (2022), refers to the amalgamation of abilities and traits inherent in an individual, encompassing the requisite knowledge, skills, and behavioural dispositions necessary for the execution of their responsibilities and roles, thereby enabling the employee to perform their duties with professionalism, efficacy, and efficiency (Wijaya & Andriani, 2022). The indicators of competency comprise knowledge, skills, and behavioural patterns. Furthermore, Azwar (2018) conceptualises performance as the capacity to execute tasks or the accomplishments exhibited by an educator to achieve optimal outcomes in alignment with the responsibilities entrusted to them. Performance indicators encompass various

dimensions such as the quality of work, adherence to deadlines, initiative in tasks, proficiency in job-related skills, and effectiveness in communication.

RESULT AND DISCUSSION

The characteristics of respondents based on age were dominated by teachers with an age range of 31 – 40 years, and as many as 33 people (36.04%) were in the age range. In this case there are no special restrictions or specifications for becoming a teacher in KH. Zainal Mustafa Cluster must be so old. Based on gender, the respondents in this study were 56 women or 61.54%. Based on class, it is dominated by teachers with honorary employment status. Based on the latest education, 60 or 65.94% of teachers with a bachelor's level of education dominate. Based on work period, it is dominated by teachers with a work period of 6 – 15 years, as many as 37 or 40.65%.

The average value of respondents' responses regarding emotional intelligence was 3.80, indicating that respondents' responses regarding emotional intelligence were considered high; they were in the interval of 3.41 – 4.20. The average value of respondents' responses regarding competence is 3.85, which indicates that respondents' responses regarding competence are considered high, and respondents' responses regarding teacher performance are 3.85, so this average value shows that respondents' responses regarding teacher performance are very high. After the data has been collected, the data will then be processed to determine the influence of the two variables both partially and simultaneously, as seen from the significance of the partial influence, namely with the t-test. At the same time, the significance of the simultaneous influence is carried out using the F test, as well as the percentage of partial and partial influence.

It can be carried out simultaneously with the coefficient of determination test. Before the data is tested using multiple linear regression analysis, the data must first meet the classical assumption test. The classic assumption tests carried out in this research are the normality, multicollinearity, and heteroscedasticity tests. All tests of classical assumptions in the community have been carried out. As a result, all the data obtained can be continued to the next test. Multiple linear regression analysis is used to measure the direction of the relationship between emotional intelligence, competence and teacher performance.

Table 3 Multiple Linear Regression Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.079	4.135		3.405	.001
	Emotional Intelligence	.373	.075	.411	4.986	.000
	Competence	.394	.074	.440	5.331	.000

Source: SPSS data processing results processed by the author (2023)

According to Table 3, the outcomes of data processing from the emotional intelligence and competency factors on teacher performance are as follows:

$$Y = 14,079 + 0,373\beta_1 + 0,394\beta_2$$

To measure the amount of association between variables, the following multiple correlation coefficient test is carried out:

Table 4 Correlation Coefficient Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643 ^a	.413	.400	2.823
a. Predictors: (Constant), Competency, Emotional Intelligence				
b. Dependent Variable: Teacher Performance				

Source: Processed by the author (2023)

The R-value derived from the empirical research dataset is 0.643. The substantial R-value ascertained signifies the existence of a correlation between the independent variables, namely emotional intelligence and competence, and the dependent variable, teacher performance, quantified at 0.643, which falls within the domain of a robust relationship as it resides within the interval of 0.60 – 0.799. The Determination Test is employed to evaluate the extent to which the model's capacity elucidates the variations in the independent variable relative to the dependent variable. Should the coefficient of determination approach zero (0), it implies that the model's efficacy in elucidating the dependent variable is markedly restricted or feeble.

Table 5 Results of the Determination Coefficient of Emotional Intelligence Variable on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.473 ^a	.224	.215	3.229
a. Predictors: (Constant), Emotional Intelligence				

Source: SPSS data processing results processed by the author (2023)

The data processing results show that the R Square value for the emotional intelligence variable on teacher performance is 22.4%. This value illustrates that the contribution of the emotional intelligence variable to teacher performance is 22.4%, and the remaining 77.6% is the contribution of other variables not examined in this research. The variables contributing to improving teacher performance are based on Employee Performance Targets, which are also used as a reference for teacher performance, namely work discipline, integrity, leadership, professionalism, service orientation, commitment, cooperation and work initiative.

Table 6 Results of the Determination Coefficient of Competency Variable on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.497 ^a	.247	.239	3.179
a. Predictors: (Constant), Competency				

Source: SPSS data processing results processed by the author (2023)

The data processing findings reveal that the R Square value for the competence variable on teacher performance is 24.7%. This number indicates that the competence variable contributes 24.7% to teacher performance, with the remaining 75.3% coming from factors not addressed in this study. The variables that contribute to improving teacher performance are based on Employee Performance Targets (SKP), which are also used as a reference for teacher performance: work discipline, integrity, leadership, professionalism, service orientation, commitment, cooperation, and work initiative.

Table 7 Results of the Determination Coefficient of Emotional Intelligence and Competency Variables on Teacher Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643 ^a	.413	.400	2.823
a. Predictors: (Constant), Competency, Emotional Intelligence				
b. Dependent Variable: Teacher Performance				

Source: The author processed SPSS data in 2023.

The data processing results show that the Adjusted R Square value for the emotional intelligence and competency variables on teacher performance is 40.0%. This value illustrates that the contribution of the emotional intelligence and competency variables to teacher performance is 40.0%, and the remaining 60.0% is the contribution of other variables not examined in this research. The variables contributing to improving teacher performance are based on Employee Performance Targets (SKP), which are also used as a reference for teacher performance: work discipline, integrity, leadership, professionalism, service orientation, commitment, cooperation and work initiative.

Partial hypothesis testing (t-test) is used to determine the influence between the independent variable individually and the dependent variable. In this study, three variables were used consisting of 2 independent variables, emotional intelligence and competence and a dependent variable, teacher performance. In the emotional intelligence variable, the t_{count} is 4.986, and the t_{table} is 1.986, so the $t_{\text{count}} > t_{\text{table}}$ with a significance value of $0.00 < 0.05$, so H_0 is rejected, and H_a is accepted, which means that partial emotional intelligence has a significant influence on teacher performance. In the competency variable, the t_{count} is 5.331, and the t_{table} is 1.986, so the $t_{\text{count}} > t_{\text{table}}$ with a significance value of $0.00 < 0.05$, so H_0 is rejected, and H_a is accepted, which means that partial emotional intelligence has a significant influence on teacher performance.

Simultaneous hypothesis testing, commonly referred to as the F test, is employed to ascertain whether a concurrent or collective effect exists between the constructs of emotional intelligence and competency regarding teacher efficacy. The subsequent section presents the findings derived from the simultaneous hypothesis testing (F test) about the variables of emotional intelligence and competency in teacher performance:

Table 8 Simultaneous Hypothesis Test Results (F Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	493.759	2	246.879	30.973	.000 ^b
	Residual	701.428	88	7.971		
	Total	1195.187	90			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Competency						

Source: The author processed SPSS data in 2023.

Based on table 8, it can be seen that the F_{count} value obtained is 30.973. The F_{table} value obtained is 3.10 so that the F_{count} value $> F_{\text{table}}$ with a significance value of $0.00 < 0.05$, therefore, H_0 is rejected. H_a is accepted, which means that emotional intelligence and competence significantly influence teacher performance. The discussion of this research aims to explain each variable studied: emotional intelligence, competence, and teacher performance. The research discussion also aims to explain the influence of emotional intelligence on teacher performance, the influence of competence on teacher performance, and the influence of emotional intelligence and competence on teacher performance. The results of the descriptive analysis related to the emotional intelligence variable concluded that the teacher's emotional intelligence was included in the high category. Teachers can recognise what emotions are being experienced.

However, things still need to be improved, such as always asking students about their feelings. The results of the descriptive analysis related to the competency variable concluded that teacher competency is included in the good category. Teachers are persistent in completing complex tasks. However, things still need to be improved, such as the low ability to apply learning methods in the teaching process according to student characteristics. The results of descriptive analysis related to teacher performance variables concluded that teacher competence is included in the good category. Teachers can provide opportunities for each student to participate in learning actively. However, things still need to be improved, such as integrating technology into learning to create a more enjoyable learning experience for students.

Emotional Intelligence Variable Impact on Teacher Performance.

According to the test results, teacher performance is significantly impacted by partial emotional intelligence by 22.4%. The findings of this study support those of Mahmudah (2021), Setiawan and Komalasari (2022), and Ariyanti (2020), who found that the emotional intelligence variable significantly and favourably affects performance. A teacher's performance improves with their level of emotional intelligence and vice versa. This means that for teachers to create a learning environment that support students emotional growth, helps them handle pressure, and helps them overcome the fear of failure, the KH. Zainal Mustafa Cluster in Cikalong Wetan needs to focus more on teachers' emotional intelligence regarding self-awareness, self-management, self-motivation, empathy, and social skills with students, colleagues, and parents. The family and non-family environments can impact an individual's emotional intelligence. Nevertheless, this study

contradicts earlier studies that found no relationship between the emotional intelligence variable and performance (Ardiansah & Rizana, 2023; Borman & Westi, 2021; Lansart et al., 2019).

The Impact of Competency Variable on Teacher Performance

The test results show that partial competency significantly influences teacher performance by 24.7%. The results of this research are in line with research conducted by previous researchers, namely by Ma'ruf et al. (2022), Suherman (2021), and Munawir et al. (2022), who stated that competency variables influence performance. The more a person's competencies match their job, the better their performance will be. This means that the KH. Zainal Mustafa Cluster in Cikalong Wetan must pay more attention to teacher competence in terms of knowledge, skills, and behavioral attitudes so that teachers can provide higher-quality learning, encourage student achievement, and create a positive learning environment. According to Susanto et al. (2021), things that can influence the good and bad of teacher competence are beliefs, skills, experience, personality, motivation, emotional and intellectual issues, and organizational culture. The proper support can help teachers improve their competence and provide better teaching to students. However, this research does not align with previous research conducted by Hidayat (2021) and Nurlindah and Rahim (2018) stated that the competency variable does not influence performance.

The Impact of Competence and Emotional Intelligence on Teacher Performance

The test results show that emotional intelligence and competence significantly influence teacher performance, with an influence size of 40.0%. These results mean that emotional intelligence and competence can improve KH's teacher performance. Zainal Mustafa Cluster in Cikalong Wetan. So, to increase teacher performance, emotional intelligence and teacher competence must be paid attention to.

CONCLUSION

Based on the results of research that the author has conducted regarding the influence of emotional intelligence and competence on the teacher performance of KH. Zainal Mustafa Cluster in Cikalong Wetan, the author concludes that descriptively, the emotional intelligence variable is included in the high category, the competency variable is included in the good category, and the teacher performance variable is included in the good category. The results of the verifiable analysis show the significant contribution made by the emotional intelligence variable to increasing teacher performance by 22.4% through partial hypothesis testing that emotional intelligence influences teacher performance. The contribution of the competency variable to improving teacher performance was 24.7%, through partial hypothesis testing that competency influences teacher performance. The magnitude of the contribution made by the emotional intelligence and competency variables to increasing teacher performance was 40.0%, through simultaneous hypothesis testing that emotional intelligence and competency together influence teacher performance.

The constraints inherent in this study encompass the narrow demographic focus of SD KH Zainal Mustafa Cluster situated in Cikalong Wetan, thereby rendering the research findings inapplicable to the broader teacher population in other regions. Furthermore, assessing the variables about

emotional intelligence, competence, and teacher performance was conducted via questionnaires contingent upon the respondents' subjective perceptions, which may introduce a risk of response bias. An additional constraint pertains to external variables such as the work environment, school policies, and support from stakeholders, which were not incorporated as research variables despite their potential influence on teacher performance. Future studies should broaden population coverage to the sub-district or district level to make the findings more representative and generalisable. A mixed method can also combine quantitative data with in-depth interviews or firsthand observations, providing a more thorough insight.

REFERENCE

- Ardiansah, D., & Rizana, D. (2023). Pengaruh Kepemimpinan, Kecerdasan Emosional dan Iklim Kerja Terhadap Kinerja Guru PNS di SMP Negeri 1 Kebumen. In *Jurnal Riset Akuntansi dan Bisnis Indonesia STIE Widya Winaha* (Vol. 3, Issue 1).
- Aryanti, E. (2020). Pengaruh Kecerdasan Emosional, Iklim Kerja dan Kompetensi Terhadap Kinerja Guru di SMA Negeri 6 Binjai Kecamatan Binjai Utara. *Manajemen Bisnis Jurnal Magister Manajemen*, 2(2).
- Syifa, N. L. (2022). Masalah dalam Dunia Inovasi Pendidikan. *Inovasi Pendidikan*. <https://doi.org/10.20527/tmkm.v1i1.459>
- Azwar, E. (2018). Pengaruh Semangat Kerja dan Kompetensi Guru Terhadap Kinerja Guru Smp Swasta di Kecamatan Jati Asih Bekasi. *Jurnal Ilmu Pendidikan*, 10(1).
- Borman, R., & Westi. (n.d.). *Pengaruh Kecerdasan Emosional, Budaya Kerja dan Kepribadian terhadap Kinerja Karyawan pada PT. Palu Mitra Utama (PMU) The Influence of Emotional Intelligence, Work Culture and Personality on Employee Performance at PT. Palu Main Partner (PMU)*.
- Chen, L., Zhang, B., & Li, J. (2024). Social, Emotional, and Behavioral (SEB) Skills in the Workplace. *Collabra: Psychology*, 10(1). <https://doi.org/10.1525/collabra.120531>
- Fitriani, Y., & Wajdi, M. F. (2023). Pengaruh Kompetensi, Budaya Organisasi, dan Motivasi Kerja, Terhadap Kinerja Karyawan (Studi pada Satpam Universitas Muhammadiyah Surakarta. *Majalah Ilmiah FISIP UNTAG Semarang*, 20(1).
- Goleman, D. (2018). *Kecerdasan Emosional*. PT. Gramedia.
- Hafrizal, H., Azhar, F., & Erni, E. (2022). Pengaruh Pengalaman Kerja Dan Kerja Tim Terhadap Kinerja Guru SD Negeri Sekecamatan Bangko Kabupaten Rokan Hilir. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 6(1), 242. <https://doi.org/10.33578/pjr.v6i1.8646>
- Haq, N., Tolkhah, I., & Primarni, A. (2019). Pengaruh Kepemimpinan Kepala Sekolah dan Efeksi Diri Guru Terhadap Kinerja Guru. *Reslaj (Religion Education Social Laa Roiba Journal)*.
- Hidayat, R. (2021). Pengaruh Motivasi, Kompetensi dan Disiplin Kerja Terhadap Kinerja. *Widya Cipta: Jurnal Sekretari Dan Manajemen*, 5(1). <http://ejournal.bsi.ac.id/ejurnal/index.php/widyacipta>

- Jalilzadeh, K., Attaran, A., & Coombe, C. (2024). Unveiling emotional experiences: a phenomenological study of emotional labour in expatriate EFL teachers. *Asian-Pacific Journal of Second and Foreign Language Education*, 9(1). <https://doi.org/10.1186/s40862-024-00259-z>
- Lansart, T. A., Tewal, B., & Dotulng, L. O. H. (2019). Pengaruh Kecerdasan Emosional, Dukungan Organisasi Dan Keadilan Organisasional Terhadap Kinerja Pegawai Di Biro Organisasi Sekretariat Daerah Pemerintah Provinsi Sulawesi Utara. *Jurnal EMBA*, 7(4), 5593–5602.
- Mahmudah, I. R., Farida, U., & Chamidah, S. (2021). *Pengaruh Kecerdasan Emosional dan Kompetensi Terhadap Kinerja Guru Melalui Kepuasan Kerja Sebagai Variabel Intervening* (Vol. 5, Issue 2). <http://studentjournal.umpo.ac.id/index.php/isoquant>
- Ma'ruf, A., Puspita Aji, G., & Praswara, S. (2022). The Influence of Motivation, Leadership, and Competence on Teacher Performance. *Golden Ratio of Data in Summary*, 2(2), 61–76. <https://doi.org/10.52970/grdis.v2i2.273>
- Munawir, Idris, M., & Hidayat, M. (2022). Pengaruh Kompetensi, Kompensasi Dan Motivasi Terhadap Kinerja Guru Pada Sekolah Dasar Negeri 001 Polewali Kecamatan Polewali Kabupaten Polewali Mandar. *Sparkling Journal of Management*, 1(1), 119–131. <https://e-jurnal.nobel.ac.id/index.php/sjm>
- Nurlindah, & Rahim, A. R. (2018). Pengaruh Kompetensi, Motivasi Dan Disiplin Kerja Terhadap Kinerja Pegawai Dinas Perindustrian Provinsi Sulawesi Selatan. *Competitiveness*, 7(2), 121–135.
- Putra, O. E., & Sari, R. M. (2020). Pengaruh Motivasi dan Lingkungan Kerja Terhadap Minat Berwirausaha Mahasiswa. *Jurnal Bisnis, Manajemen, & Ekonomi*, 18(2), 294 – 303.
- Sedarmayanti. (2017). *Manajemen Sumber Daya Manusia Reformasi Birokrasi dan Manajemen Pegawai Negeri Sipil*. Refika Aditama.
- Setiawan, P., & Komalasari, Y. (2022). *Pengaruh Kecerdasan Emosional, Kompetensi Dan Stres Kerja Terhadap Kinerja Karyawan Pada Bpr Mayun Utama Perdana*. (Vol. 5, Issue 2022).
- Suherman, A. (2021). Pengaruh Kompetensi, Kompensasi, Disiplin Kerja terhadap Kinerja Guru pada Lazuardi Global Islamic School. *Journal of Management and Business Review*, 18(3), 614–629. <https://doi.org/10.34149/jmbr.v18i3.228>
- Supriadi. (2013). *Kinerja Guru*. PT. RajaGrafindo Persada.
- Susanto, Y., Riwukore, J. R., Afrianti, I., & Habaora, F. (2021). Pengaruh Kompetensi dan Motivasi Kerja Terhadap Kinerja Guru di SMP Negeri 4 Kota Lubuklinggau Sumatera Selatan. *JURNAL PENDIDIKAN*, 30(2), 143. <https://doi.org/10.32585/jp.v30i2.1578>
- Wibowo, I. S., & Farnisa, R. (2018). Hubungan Peran guru dalam Proses Pembelajaran Terhadap Prestasi Belajar Siswa. *Jurnal Gentala Pendidikan dasar*, 181 – 202.
- Wijaya, H., & Andriani, T. (2022). Pengaruh Kompetensi dan Motivasi Terhadap Kinerja pada Guru Madrasah Aliyah dan Madrasah Tsanawiyah Darul Hikmah Tungkal Jaya. *Jurnal Manajemen Kompeten*, 5(1), 50 – 63.