

PERFORMANCE DIFFERENCE VIEWED FROM QUALITY OF LEADERSHIP, EMOTIONAL INTELLIGENCE AND WORKING MOTIVATION OF TEACHERS IN SMA AND SMK BATIK SURAKARTA

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Abstract

The purpose of the research are to analyze: 1) Differences in the performance teachers of SMA and SMK Batik Surakarta in terms of leadership quality; 2) Differences in the performance teachers of SMA and SMK Batik Surakarta in terms of emotional intelligence; 3) Differences in the performance teachers of SMA and SMK Batik Surakarta in terms of work motivation. The population of research 181 teachers in SMA and SMK Batik Surakarta. The sample was 100 teachers. Data analysis techniques using different test analysis independent sample t-test. The result of research showed that; 1) leadership quality variable has t-count value of 2,152 and sig value $0,034 < 0,05$, meaning that there are differences in the performance teachers of SMA and SMK Batik Surakarta; 2) emotional intelligence variable obtained value of t count 2,120 and sig value $0,036 < 0,05$, meaning that there are differences in the performance teachers of SMA and SMK Batik Surakarta; 3) work motivation variables obtained t value of 2.995 and have a sig value of $0.004 < 0.05$, meaning that there are differences in the performance teachers of SMA and SMK Batik Surakarta in terms of work motivation.

Keyword: performance teachers, leadership quality, emotional intelligence, and work motivation

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Preface

Performance is result of working effort achieved by individuals in performing their job as their responsibility (Srijani, 2012). SMA and SMK Batik Surakarta are schools having effort to improve their teachers' performance to achieve school's goal. Teachers must have performance to realize the expectation of the society, especially parents who believe the school to teach their children (Sucriah, 2018).

Teachers' performance still becomes problem faced by education institution in particularly the headmasters of SMA and SMK Batik Surakarta. Headmasters need to know factors influencing the teachers' performances.

Apriana et. al. (2013) states that teachers' performances are influenced by two factors, namely external (outer factor) and internal factor (inner factor). The external factors includes: (1) leadership quality; (2) supervision and monitoring; (3) working culture; and (4) facilities. Meanwhile, the internal factors includes: (1) teachers' ability or competence; (2) emotional intelligence; (3) teacher's commitment; (4) behavior; (5) attitude; and (6) teachers' intelligence.

Leadership quality is a main factor in influencing teachers' performance. The previous study conducted by Susanty and Baskoro (2012) showed that school quality is influenced by leadership of the headmaster.

The high quality of leadership determines the decision-making and influences motivates teachers to work more effective and efficient and achieves better performances. The difference of headmaster leadership certainly shows the different quality in giving motivation to the employees to perform their job and responsibility (Makarawung, 2013).

Besides, the different teachers' performance is due to by emotional intelligence. Rangriz and Mehrabi (2010), Rangarajan and Jayamala (2014), as well as Abdillah and Rahmat (2017) found that employees' performance is determined by emotional intelligence. The result of the study explained that employees who are able to manage their emotion well tend to have high work performance.

The previous study conducted in a senior high school, Apriana, et.al (2013) stated that emotional intelligence influences teachers' work performance. As the individual's emotion tends to show a motivavtion, the more increased teachers' performace and when it focuses on hatred and anxiety, the performace reduced. Individuals, who are able to understand, distinct, and use emotional wisely keep motivated although they lie under pressure, and show good performance (Naseer et. Al., 2011).

The preliminary observation conducted in SMA and SMK Batik Surakarta showed that teachers often neglected their competence and optional quotient they owned. They did not understand that emotional quotient influenced them in performing their job as teachers. Several attitudes with low professionalism influenced their performance in form of the ability to adapt, having low self-esteem, did not understand others, and could not accept suggestion from colleague and so on.

Other factors influencing teachers' performance is motivation (Hanafi and Yuliani, 2006). Individual behavior principally has such motive. Motivation is internal support/intention causing individual performing something. Attitude and responsibility toward activities in teaching learning process may grow when there is good motivation developed by the teachers. The study conducted by Hanafi and Yuliani (2006) showed that teachers' performance was influenced by competence, skill, and motivation.

Teachers' work motivation is important to increase to develop their performance. The previous study indicated proof that only several teachers have high motivation. Eres (2011) investigated teachers' work motivation of in elementary schools of Ankara (Turkey), showed that the teachers' motivation was still low. The low work motivation affected their performances.

A professional teacher have high work motivation, indicated by their ability to manage duties, find problems in their duties, and solve them independently. Work motivation affecting the performance is expecting to support their competence to be professional teacher.

Based on the background of the study above, SMA and SMK Batik Surakarta is suitable to be subject of study entitled "The Difference of Performance Viewed from Leadership Quality, Emotional Quotient, and work Motivation in SMA and SMK Batik Surakarta".

Research Method

The study uses quantitative approach with primary and secondary data (Creswell in Masrizal, 2011: 53). The research method used is descriptive comparative, describing the occurred phenomena followed by effort to compare condition, which is likely influence the difference.

The study was conducted in SMA and SMK Batik Surakarta. SMA and SMK Batik Surakarta are under the scope of Yayasan Batik Surakarta. The period of study was planned approximately six hours.

Sample was taken by proportionate random sampling. The technique takes sample randomly from each subpopulation by considering the number of each subpopulation. It can result in reliable generalization than taking sample without accounting for the number of subpopulation and each subpopulation (Arikunto, 2010: 184).

The study recruited 100 teachers as sample of the whole population of 181 teachers consisting of: a) Teachers of SMA Batik 1 consisting of 60; b) Teachers of SMA Batik 2 consisting of 40; c) Teachers of SMK Batik 1 consisting of 42; and teachers of SMK Batik 2 consisting of 39.

The total sample taken from the schools used formula $n = (\text{number school population} / \text{number of total population}) \times \text{number of sample determined}$. The total sample was $33 + 22 + 23 + 22 = 100$ sample. The data collection technique included observation, questionnaire, document, and references.

Teachers' performance is operationally defined as result achieved by teachers viewed from their quality and quantity in performing their duties. The indicators of teachers' performance were: (1) work quality, (2) teachers' responsibility toward their work, (3) team cooperation, (4) work motivation, (5) workers initiatives.

The definition of leadership quality is level or measurement of the leaders' witness at school. Indicators of qualified leadership are: a) leaders are able to influence teachers' performances, so they believe, admire, loyal, and respect the leaders; and b) teachers have spirit to do more than something they usually do, and it is expected that in the future it will achieve school performance realization.

Definition of teachers' working motivation is something motivating teachers to work and perform their duties well as their responsibility at school to achieve certain objectives. Indicators of working motivation are: (1) having great effort and intention, (2) having motivation and spirit to work, (3) having intention to get better achievement, (4) having intention to admit, (5) responsible, (6) having intention to increase their position or promotion, (7) having intention to receive good salary, and (8) having good and harmonious working relationship.

Emotional quotient is defined as competence to "listen" emotional sound, and make it as important information source to understand self and others to achieve goal. Indicators of emotional intelligence include: 1) able to understand the deepest self feeling and express it well; 2) able to observe and understand other's feeling; 3) able to rule self feeling; and 4) able to use feeling to build, to be productive, and to support individual performance.

The data analysis used *t-test*. It analyzes the difference of variable of teachers' performance in SMA Batik and SMK Batik Surakarta viewed from leadership quality, emotional quotient, and work motivation. The data analysis was conducted by comparing mean score of the variable in both school of SMA Batik and SMK Batik Surakarta. It revealed whether any difference of teachers' work performance in the both school viewed from the leadership quality, emotional quotient, and work motivation.

Research Finding and Discussion

Description of Respondent Based on Gender

The classification of respondents based on their gender is shown in the following table:

Table of Respondents Data of Teachers of SMA and SMK Batik Surakarta Based on Gender

No.	School	M	F	%
1	SMA Batik	29	31	
2	SMK Batik	15	25	
	Total	44	56	100
	Percentage	44	56	100

The table shows the classification of respondents based on their gender in SMA and SMK Batik Surakarta. Most teachers are female.

Description of Respondents Based on the Education Level

Respondents of the study consisted of 60 teachers in SMA Batik 40 teachers in SMK Batik having varied education level. Their education were undergraduate (S-1) and graduate (S-2) program. The data above is shown in the following tables.

Table of Respondent Data in SMA and SMK Batik Surakarta Based on the Education Level

No.	School	S-1	S-2	%
1	SMA Batik	45	15	
2	SMK Batik	22	18	
	Total	67	33	100
	Percentage	67	33	100

The table shows that the respondents in SMA and SMK Batik Surakarta consist of teachers having undergraduate education (S-1) of 67 %. While, the percentage of graduate program (S-2) of 33 %. It indicates that the education level owned by teachers reflect good competence in teaching.

Description of Respondents Based on Working Period

Respondents in SMA Batik consisting of 60 teachers and in SMK Batik consisting of 40 teachers have varied working period. There are teachers, who have been teaching for 21 years, and there are also teachers having working period less than 11 years. It is shown in the following table.

Table of Respondent Data in SMA and SMK Batik Surakarta Based on Working Period

No.	School	< 11 year	11-20 year	> 21 year	%
1	SMA Batik	33	14	13	
2	SMK Batik	9	14	17	
	Total	42	28	30	100
	%	42	28	30	100

The table shows the working period of teachers in SMA and SMK Batik Surakarta. The greatest percentage is those, who have working period of <11 years of 42%. Moreover, the working period of >21 years consist of 30 %, and those who have working period of 11-20 years is 28 %.

Based on the computation through program of *SPSS for window re-lease 17*, it shows the analysis of *independent sample t-test* as follow.

Table *Independent Sample Test* the Difference of Teachers' performance in SMA and SMK Batik based on leadership quality, emotional quotient, and work motivation

Variable	Group	N (Number of Sample)	Mean Score	t-count (t-test)	Sig.
Performance	SMA Batik	60	41,70	2,449	0,016
	SMK Batik	40	39,65		
Leadership Quality	SMA Batik	60	64,60	2,152	0,034
	SMK Batik	40	61,13		
Emotional Quotient	SMA Batik	60	75,30	2,120	0,036
	SMK Batik	40	71,58		
Working Motivation	SMA Batik	60	60,95	2,288	0,024
	SMK Batik	40	57,88		

Source : *t-test*

Viewed from leadership quality, the t-count is 2.152 or Sig. 0.034 < α 0.05. Thus, there is difference of mean score of the teachers' performance in SMA Batik and SMK Batik Surakarta viewed from leadership quality.

Of the emotional quotient, it, statistically, showed that, as shown in the table, t-count

was 2.120 or Sig. 0.036 < α 0.05 meaning that there was difference of teachers' performance in SMA Batik and SMK Batik Surakarta viewed from emotional quotient. It indicated that H_0 is accepted stating that there is difference of mean score of teachers' performance in SMA Batik and SMK Batik Surakarta viewed from emotional intelligence.

Of the teachers' working motivation, it showed that t-count was 2.288 or Sig.0.024 < α 0.05. it means that H_0 is accepted stating that there is difference of mean score of teachers' performance in SMA Batik and SMK Batik Surakarta viewed from working motivation.

Discussion

The data analysis of *t-test* showed that teachers' performance in SMA Batik and SMK Batik Surakarta is different viewed from leadership quality, emotional quotient, and working motivation.

Difference of Teachers' Performance Viewed from Leadership Quality

Of the counting, it shows that score of t 2.152 in significance level of 0.05 is 0,034. Based on the result, the zero hypothesis is accepted. It means that teachers led by high quality headmaster shows higher performance than those, who are led by lower quality headmaster.

The difference of leader quality reflects the way to motivate teachers to perform their job and responsibility. Of the analysis, H_0 is accepted. It means that there is difference in teachers' performance in SMA Batik and SMK Batik Surakarta viewed from leadership quality.

The result indicates that leadership quality motivates teachers to perform their job. It is due to the teachers' habit to work as dedication to their duties. Since the headmaster is absent, they proved to work well. The result proves that there is difference in teachers' performance in SMA Batik and SMK Batik Surakarta stated by the hypothesis that says, "There is significant difference of the teachers' performance variable in SMA and SMK Batik Surakarta viewed from leadership quality" is proved.

Difference in Teachers' Performance Viewed from Emotional Quotient

Statistically, the score of t 2.120 in significance level of 0.05 is 0.036. It means that H_0 is accepted. Thus, teachers having higher emotional quotient shows better teachers' performance than those, who have lower emotional quotient. Each teacher in SMA and SMK has own emotional quotient, because it influences teachers' performance in the school. H_0 is

accepted, meaning that there is difference in teachers' performance in SMA Batik and SMK Batik Surakarta viewed from the emotional quotient.

In general, it states that the higher teachers' emotional quotient the better teachers' performance. It proves that by high emotional quotient, teachers improve their performance by improving their competence as professional teachers.

Factor underlying teachers' motivation is emotional intelligence. It is a supporting power to motivate teachers working to achieve goals. Thus, emotional quotient is defined as process showing interaction among needs, perception, and skill the teachers must own.

Difference of Teachers' Performance Viewed from Working Motivation

Counted using SPSS 17, it shows score t 2.288 in significance level of 0.05 is 0.024. Based on the analysis result, H_0 is accepted. Thus, teachers having higher working motivation shows better performance than those, who have lower one. H_0 is accepted meaning that there is difference in teachers' performance in SMA Batik and SMK Batik Surakarta viewed from working motivation.

The study indicates that teachers' working motivation in SMA Batik Surakarta is higher than in SMK Batik Surakarta. Working motivation contributes teachers' performance in SMA Batik and SMK Batik Surakarta. Teachers' performance in SMA Batik 1 is better than in SMK Batik Surakarta. It can be seen in submitting learning material on time and using media in learning, which have been performed in SMA Batik 1 Surakarta optimally.

Increasing teachers' motivation in SMA Batik 1 Surakarta is supported by fulfilling teachers' needs in learning process, such as in-house training held at school or by following training outside the school to improve teachers' competence.

Besides, there are appreciation given to the teachers when they achieve such achievement, for example when they take part in competition or learning innovation and they win them. School gives reward for them. It develops working motivation and increases teachers' performance.

The result of the study is relevant to those studied by Pebrianti (2013) indicating that motivation significantly influences employee's performance in Transportation and Telecommunication Board in Central Java. The previous study concluded that motivation improves performance in Public relation and Protocol of South Sumatera Province.

Working motivation is important in an institution including education like SMA Batik and SMK Batik Surakarta. Teachers having high motivation in work are able to improve

their performance in teaching. It affects students' achievement.

Conclusion

The study aimed to analyze the difference in teachers' performance in SMA Batik and SMK Batik Surakarta viewed from leadership quality, emotional quotient, and working motivation. The result of the analysis enrich the consideration to make policy relating to teachers' performance in SMA and SMK Batik Surakarta.

Based on the discussion finding above, the conclusions are:

1. There is difference in teachers' performance in SMA Batik and SMK Batik Surakarta viewed from leadership quality. The more qualified the leadership of the headmaster, the better teachers' performance.
2. There is difference in teachers' performance in SMA Batik and SMK Batik Surakarta viewed from emotional quotient. The higher teachers' emotional quotient, the better teachers' performance.
3. There is difference in teachers' performance in SMA Batik and SMK Batik viewed from working motivation. High teachers' motivation results in high teachers' performance.

Implication

Based on the conclusion above, the implications of the study are:

1. It is proved the difference in teachers' performance in SMA Batik and SMK Batik viewed from leadership quality, emotional quotient, and working motivation. Thus, to improve teachers' performance we need to pay attention on the teachers' performance. It shows that different leadership in schools imply different influence on teachers' performance although the schools are in the same association.
2. SMA and SMK Batik should attend the emotional quotient of the teachers due to the result of the study shows that this factor has great impact on teachers' performance. It shows that different emotional quotient at schools has great impact on the teachers' performance.
3. SMA and SMK Batik should pay attention on the working motivation, because the result of the study indicates that it has effect on teachers' performance. The test in the both school is distinctive. The distinction shows proof that school with high working motivation indicates different teachers' performance although they are in the same association.

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