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Santi Megi Sumual
Post Graduate Program,
Manado State University,
Indonesia

Henny N Tambingon
Post Graduate Program,
Manado State University,
Indonesia

Shelty Sumual
Post Graduate Program,
Manado State University,
Indonesia

The effect of emotional intelligence and work motivation on performance high School Teachers Airmadidi District, North Sulawesi, Indonesia

Santi Megi Sumual, Henny N Tambingon and Shelty Sumual

Abstract

Teacher performance is the result of work both in quality and quantity achieved by the teacher in carrying out his duties in accordance with the responsibilities given to him in educating and guiding students. Maximum performance is influenced by a number of factors, both from within and from outside the teacher. This study aims to obtain the results of the analysis of descriptions, predictions, and interpretations of (1) the effect of emotional intelligence on teacher performance; (2) The effect of work motivation on teacher performance; (3) The influence of emotional intelligence and work motivation on teacher performance. This study uses a quantitative approach with a survey method. The population of this study were high school teachers in Airmadidi District, North Sulawesi. The sample method used was a random sample of 50 teachers. The research data were collected using a questionnaire technique and analyzed using simple and multiple regression techniques tabulated with the SPSS for Windows version 21 program. Based on the results of the study it was concluded that: 1. There is a significant influence between emotional intelligence on teacher performance. 2. There is a significant influence between work motivation on teacher performance. 3. There is a significant influence between emotional intelligence and work motivation on teacher performance. Based on the research conclusions, it is suggested that: (1) Teacher performance needs to be improved on an ongoing basis. (2) For high school teachers to be able to control good emotional intelligence in supporting maximum performance, teachers are advised to be able to manage emotions. (3) The work motivation of a teacher must always try to be able to give positive things to himself to always give the best effort in fulfilling his duties and responsibilities. (4) The school must be able to create conditions in which teachers can be motivated to produce optimal performance.

Keywords: Emotional intelligence, work motivation, teacher performance

Introduction

The development of science and technology and the flow of globalization have brought changes and created a new paradigm in the workplace and in the world of education, this opinion is in line with Haris Budiman (2017: 34)^[1] that human life is greatly influenced by the development of science and technology. The advancement of science and information technology has changed the perspective and lifestyle of the Indonesian people in carrying out their activities and activities. The existence and role of information technology in the education system has brought a new era of development in the world of education, but this development has not been matched by an increase in human resources that determine the success of the world of education in Indonesia in general. This is more because our human resources are still left behind to take advantage of information technology in the educational process. Improving the performance of education in the future requires an information system and information technology that not only serves as a means of support, but rather as the main weapon to support the success of the world of education so that it can compete in the global market.

The increase in the quality of human resources is marked by an increase in knowledge, skills and attitudes that are oriented towards increasing mastery of science and technology, professional abilities, and work productivity in accordance with the needs and human resources have an important role in education. According to Hasibuan (2017: 10)^[13], HR capabilities with the thinking and physical power possessed by Human Resources regulate

Corresponding Author:
Santi Megi Sumual
Post Graduate Program,
Manado State University,
Indonesia

the relationships and roles of the workforce to be active and efficient in helping the realization of goals. Thus, it is hoped that the Indonesian people will be able to compete in the current or future era of globalization. Education is a shared responsibility between the government, schools, parents of students and the community as users of educational outcomes.

Efforts to improve the quality of education are determined by the condition of human resources in the field of education. According to Apriyanti Widiansyah (2018: 229-234)^[3] education is a very important factor in human life, so the process of developing human resources must be carried out by increasing knowledge, skills and attitudes and values so that they are able to adapt to their environment. Resources in education are all people who work to provide education. In the Republic of Indonesia Law Number 20 of 2013 concerning the national education system, it is technically stated that educators are qualified educational personnel as teachers, lecturers, counselors, tutors, instructors, facilitators, and other designations that are in accordance with their specialties, and participate in implementing education.

The teacher is a determining factor who functions as a teaching staff in an effort to improve the quality of human resources. Teacher competence is one of the factors that influence the achievement of learning and educational goals in schools. According to Wullur (2014: 25)^[5], writing teacher competence is "the ability of a teacher to carry out his obligations responsibly and properly". Professional teachers are able to reflect the teacher's figure with broad insight and have a number of competencies that support their duties. Teacher competence is a combination of personal, scientific, technological, social and spiritual abilities to form teacher professional standard competencies, including material mastery, understanding of students, educational learning, personal development and professionalism (Mulyasa, 2011: 75)^[20]. Teacher competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and manifested by teachers in carrying out their professional duties (As'Adut Tabi'in 2016: 156).

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraph (1) states that: "Teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education". Emotional intelligence must also be supported by motivation at work. Teacher education professionals have different work motivation from one teacher to another. This will result in differences in teacher performance in improving the quality of education. Arikunto, (2010: 56)^[4]

Teacher work motivation is an important factor in improving teacher performance because it is the main driving force for every teacher to carry out their professional duties according to applicable regulations.

One of the obstacles faced by our country's education at this time is that there are still teachers who do not have maximum performance in carrying out their duties, such as teachers who do not do teaching administration, arrive not on time and use less diverse or less creative teaching methods, just as activities routine and incompetence of a teacher in delivering teaching materials in the learning process indirectly affects learning outcomes (Mukhtar, 2015: 112)^[21]. Given the importance of teacher

performance in schools, a teacher must carry out his duties and responsibilities as an educator, so teacher performance must be built professionally through the mastery of competencies that are actually treated in completing work. The implementation of the main duties of a teacher cannot be separated from the ability of a teacher to master and apply his competences which include pedagogic, social, personality and professional competences.

Goleman (2015: 27)^[7] states that "Emotional intelligence is the ability that exists in humans to sustain life in the form of emotions to recognize feelings of oneself and others, the ability to motivate oneself, and in relationships with others". In other words, every teacher needs to have emotional intelligence so that he can become a professional teacher including commitment, loyalty, and sensitivity. In the results of the 2019/2020 Teaching competency test, which was attended by 25 high school teachers, an average score of 43.25 was obtained, this indicates that teacher competence is still low. Even though the teacher should have good competence in the teaching process.

Based on surveys and interviews, there are problems that teacher performance is influenced by internal and external factors so it is necessary to study emotional intelligence, and teacher work motivation, on teacher performance which includes internal factors. Based on the fact that in SMA Airmadidi District, there are still schools that have not shown emotional intelligence, teacher work motivation, and optimal teacher performance so that the increase in teacher performance is also hampered. Teacher performance is not yet optimal, thus hampering the improvement of the quality of education. Teachers who do not have a maximum performance in carrying out their duties, such as teachers who do not do teaching administration, arrive not on time and use less diverse or less creative teaching methods, only as a routine activity and a teacher's incompetence in delivering teaching materials in the learning process indirectly affects learning outcomes.

From the description above, the goal to be achieved in this study is to obtain empirical evidence about the effect of emotional intelligence and work motivation on teacher performance in senior high schools in Airmadidi District. In detail, this study aims to analyze and describe:

- Emotional intelligence affects the performance of teachers in SMA Airmadidi District.
- Work motivation affects the performance of teachers in SMA Airmadidi District.
- The effect of emotional intelligence and work motivation on the performance of high school teachers in Airmadidi District.

2. Literature review

2.1 Concept of teacher performance

Performance comes from the word "Performance" and is often defined as performance or work behavior and work results (Astrid Setianing Hartanti and Tjutju Yuniarshih, 2018: 19). Performance is the implementation of a person's actions or abilities. Good performance is related to the achievement of quality, quantity, cooperation, reliability and creativity. According to Lailatussaadah. (2015: 17)^[18] that improving teacher performance has the most important position in efforts to improve the quality of learning which will have an effect on the quality of graduates and will affect the achievement of national education goals. The professional duties of teachers according to the Law of the

Republic of Indonesia Number 14 of 2005 Article 20 concerning Teachers and Lecturers are to plan learning, carry out a quality learning process, and assess and evaluate learning outcomes. If teacher performance increases, it will have an effect on increasing the quality of the output or output and therefore it needs support from various school parties to improve teacher performance.

Mangkunegara (2014: 9)^[19] says that employee performance (work performance) is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities of the same opinion giving the understanding that "performance is about doing work and the results achieved from work. Performance is the implementation of one's duties and responsibilities in carrying out a job. Wahyudi, (2012: 86) that "Performance is the quantity and quality of work completed by individuals, groups or organizations.

Teacher performance is the result of real work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him, which includes compiling learning programs, implementing learning, implementing evaluation, and evaluation analysis. This opinion is the same as according to Uno Hamzah and Nina Lamatengga. (2012: 63) that "teacher performance can be seen in planning, implementing, and assessing the teaching and learning process based on the work ethic and professional discipline of teachers". The size of the profession that is carried out, as well as a sense of responsibility for carrying out duties and a sense of moral responsibility should be shouldered. All of that will be seen in obedience and loyalty in carrying out their duties and professions outside and in the classroom.

Teacher performance requires a performance management system designed to link institutional (institutional) goals with objectives in the learning process, so that a shared understanding of what must be achieved and how to organize people in the right way to achieve a goal. The work of a teacher cannot be done by just anyone. Therefore, based on Law number 14 of 2005 concerning teachers and lecturers, chapter 1, article 1, "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating participants. Students in early childhood education through formal education, basic education, and secondary education ". Therefore, a professional educator is someone who has the knowledge, skills and professional attitude who is able and loyal to develop his profession.

2.2 Concept emotional intelligence

Emotional intelligence can determine success at work. Emotional intelligence has an 80 percent influence on a person's success, while the intellectual intelligence or IQ factor is only 20 percent. Ely Manizar HM (2016: 11)^[9] states that emotional intelligence is the ability to control feelings of oneself and others, and that feeling can drive thoughts and actions, therefore emotional intelligence is indispensable for work and achieving success and producing superior performance at work. Emotional intelligence, according to Howard Garner (2011: 9-10)^[14], suggests understanding one's own feelings and emotions, and being able to understand one's strengths and weaknesses, thus fostering attitude, perseverance, independence, not easily giving up, confident and able to express oneself in words. Another emotional intelligence can make a person's

performance increase can be seen in aspects that include understanding one's own feelings, being able to express oneself, responsible and persevering.

Tambingon (2011: 4)^[25] suggests that emotional intelligence is needed in increasing human resources. Intelligence is very influential on teacher performance. Just as the opinion expressed by Willie & Oliver (2019: 41) wrote that emotional intelligence is the key to a successful life. furthermore emotional intelligence is the ability to control emotions, in any situation. According to Hermino (2017: 81) Writing that teachers who have emotional intelligence can improve the quality of education and increase effectiveness and efficiency in learning.

Emotional intelligence as part of social intelligence which involves the ability to control feelings and emotions both in oneself and in others, information guides one's thoughts and actions. Daniel Goleman (2015: 13)^[7] writes that emotional intelligence is a skill of self-awareness, self-control, self-motivation, empathy and social skills. Tend to despair when experiencing stress, a feeling experienced when someone is under pressure. The opposite condition is experienced by people who have average IQ levels but have high emotional intelligence.

Based on the opinions of the experts above, it can be concluded that Emotional Intelligence is an ability to understand the feelings of oneself and others, the ability to motivate oneself in dealing with frustration so that the stress burden does not affect thinking skills, as well as the ability to manage one's emotions properly and in dealing with other people. The inability to read and express emotions properly causes a person's academic achievement to be lower than his academic potential according to an IQ test.

2.3 Teacher work motivation

Motivation is the driving force that creates the excitement of a person's work so that they are willing to cooperate, work effectively, and be integrated. To achieve goals. According to Wibowo (2016: 322) suggests that individual efforts are continuous towards achieving goals. Similar opinion Hamalik Oemar, 2011: 106)^[10] writes "motivation is a change in energy in a person which is marked by the emergence of feelings and reactions to achieve goals". In other words, work motivation is the need and behavior / determination to achieve goals or encouragement. Motivation is a driving force in achieving certain goals Kompri (2015: 4). Mangkunegara (2014: 61)^[19] argues that motivation is a driving force to be able to carry out activities in achieving goals or objectives. Suhardi (2020: 145)^[23] writes that motivation is psychologically a driving force in working together and to get satisfaction. Hasibuan (2016: 143)^[12] writes that motivation is to get a satisfaction, there needs to be a driving force that creates a spirit to work together, can interact and can work more effectively.

Hikmatul Wafiroh (2017: 2)^[16] writes that high work motivation must be owned by a teacher because high work motivation is very important in carrying out tasks. In other words, motivation is very important in an institution because motivation can cause a person to channel and support human behavior so that they are willing to work hard and be eager to achieve optimal results. Based on the description above, it can be concluded that work motivation is the factors that exist within a person that drives, directs behavior, provides high morale to fulfill certain goals that have been set effectively and efficiently.

The work motivation process of a person is a combination of needs, encouragement, goals and rewards in accordance with the place and work environment. Work motivation has an effect on generating, directing, maintaining behavior in the work environment. Work motivation is also in the form of a salary which is a necessity for living. Salary is the basic payment received by a person, according to Sihombing (2014: 220 - 237) [22] that a decent salary, opportunities for advancement, individual recognition, job security, a good workplace, fair treatment, and recognition of achievement. Further according to Abraham Maslow in Iskandar (2016: 24-34) [17] writes that motivation arises because of an impulse, namely the human need to try.

From the description above, the research model can be described as follows

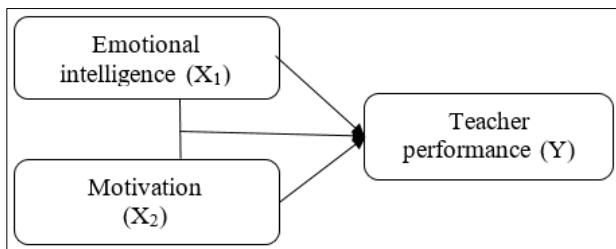


Fig 1: Research model

3. Research method

The approach used in this research is a quantitative research approach, where the calculation of statistical tests is the basis for the high or low level of a variable, the acceptance of a relationship or influence between the variables studied. This study aims to test the proposed hypothesis by describing and analyzing the relationship between existing variables, namely the effect of emotional intelligence and work motivation, on the performance of teachers in senior high schools in Airmadidi District.

Therefore, this study uses descriptive survey and correlation methods. Sugiyono (2016: 147) states that descriptive statistics are used to describe the data from the samples collected for data analysis. The method used in obtaining the data needed in this study is a survey method, with a quantitative approach, and research work steps using the survey method. This research was conducted in the odd semester of the 2020/2021 school year in October 2020 - February 2021 at high school in Airmadidi District. Researchers chose high school in Airmadidi sub-district as the research site because this school met the criteria for research, namely there were teachers who could support the implementation of the research.

The population is the entire research subject (Arikunto, 2013: 173) [4]. Furthermore, Sugiyono (2011: 80) Population

is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions. The population of this study were all high school teachers in Airmadidi District in the odd semester of the 2020/2021 academic year totaling 57. Sampling Techniques To determine the sample (Anwar Hidayat 2017) [2], the author used the Slovin formula obtained 49.89 samples and rounded up to 50 sample. So that the sample that will be used in this study is as many as 50 respondents.

The data collection technique used in this study used probability sampling techniques with a simple random sampling approach, and the instruments used to collect data were questionnaires. The data were tested for validity and reliability. The next step is to perform data analysis. Quantitative research data analysis techniques using statistics. statistics that can be used to analyze sample data and the results are applied to the population as suggested by Sugiyono (2010: 207). Technique of data analysis using multiple regression with the SPSS test tool.

4. Result and Discussion

This study uses three variables, namely the emotional intelligence variable (X1), the work motivation variable (X2), the three teacher performance variables. These three variables were measured using a questionnaire given to 50 teachers using the population of high school teachers in Airmadidi District. Respondents who have filled out the questionnaire for this study totaled 50 teachers consisting of Airmadidi 1 State Senior High School, Airmadidi Christian High School, and University Adventist High School, which are registered teachers in the 2020/2021 school year. The questionnaire uses a Likert scale.

After the three variables are measured, they can be used to answer the objectives of this study, namely to analyze the effect of emotional intelligence on teacher performance, the effect of work motivation on teacher performance, and to analyze the effect of emotional intelligence and work motivation on teacher performance. The purpose of this research is stated in the hypothesis that will be tested using regression analysis and using SPSS 21 software.

4.1 The Effect of Emotional Intelligence on the Performance of High School Teachers in Airmadidi District

The result of simple regression analysis shows that the value of F count = 94,349 with a significance level of $0.00 < 0.05$, then the regression model can be used to predict variables or in other words, the influence of the emotional intelligence variable on teacher performance shows that Emotional Intelligence has a significant effect on Teacher Performance. Seen in table 1.

Table 1: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1	5164.862	94.349	.000 ^b
	Residual	48	54.742		
	Total	49			

a. Dependent Variable: Teacher performance (Y)

b. Predictors: (Constant), emotional intelligence (X1)

From the results of research conducted on high school teachers in Airmadidi District, it shows that there is an effect between teachers' emotional intelligence on teacher

performance. Based on the results of this study indicate that the results of simple regression analysis show that the value of F count = 94,349 with a significance level of $0.00 < 0.05$,

in other words there is an influence of the emotional intelligence variable on teacher performance. This shows that Emotional Intelligence has a significant effect on Teacher Performance. The same research was conducted by Suciati Gita Dwistanti, the result of her research is that there is a significant effect of emotional intelligence (X_1) on teacher performance (Y). Intelligence is very influential on teacher performance. Just as the opinion expressed by Willie & Oliver (2019: 41) wrote that emotional intelligence is the key to a successful life. furthermore emotional intelligence is the ability to control emotions, in any situation. According to Hermino (2017: 81)^[15] teachers who have emotional intelligence can improve the quality of education and increase effectiveness and efficiency in learning. Sumual (2020: 3)^[24] writes that teacher performance is very important to improve learning outcomes.

4.2 The Effect of Work Motivation on the Performance of High School Teachers in Airmadidi District

The result of simple regression analysis shows that the influence of the Work Motivation variable (X) on Teacher Performance (Y) is Positive. It is known that the coefficient value of the constant (a) is 26,925, while the value of Work Motivation (b / regression coefficient) is 0.595, so that the regression equation can be written $Y = a + bX$ then $Y = 26,925 + 0.595X$, the equation can be interpreted as: a. The Kostanta is 26,925, meaning that the coefficient value of the participation variable is 26,925. b. The X regression coefficient of 0.595 states that for every 1% increase in value, the Parsipation value increases by 0.595. The regression coefficient is positive, so it can be said that the direction of the influence of the Work Motivation variable (X) on Teacher Performance (Y) is Positive. Seen in Table 2

Table 2: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	Constant)	26.925	5.915	4.552	.000
	Work motivation X2	.595	.112	.610	.533

a. Dependent Variable: teacher performance (Y)

From the results of research conducted at high schools in Airmadidi District. The results of simple regression analysis show that the influence of the Work Motivation variable (X) on Teacher Performance (Y) is positive. It is known that the coefficient value of the constant (a) is 26,925, while the value of Work Motivation (b / regression coefficient) is 0.595, so that the regression equation can be written $Y = a + bX$ then $Y = 26,925 + 0.595X$, the equation can be interpreted as: a. The Kostanta is 26,925, meaning that the coefficient value of the participation variable is 26,925. b. The X regression coefficient of 0.595 states that for each additional 1% value, the Parsipation value increases by 0.595. The regression coefficient is positive, so it can be said that the direction of the influence of the Work Motivation variable (X) on Teacher Performance (Y) is Positive.

Thus the null hypothesis which states that there is no significant effect between work motivation on teacher performance is rejected, meaning that H_02 is rejected and H_02 is accepted. The same research was conducted by Zuliardi (2015). The results of his research were that there

was a significant effect of teacher work motivation on teacher performance. Supporting factors at work. Hikmatul Wafiroh (2017: 2)^[16] writes that high work motivation must be owned by a teacher because high work motivation is very important in carrying out tasks. In other words, motivation is very important in an institution because motivation can cause a person to channel and support human behavior so that they are willing to work hard and be eager to achieve optimal results. Mangkunegara (2014: 61)^[19] argues that motivation is a driving force to be able to carry out activities in achieving goals or objectives. Suhardi (2020: 145)^[23] writes that motivation is psychologically a driving force in working together and to get satisfaction.

4.3 The Effect of Emotional Intelligence and Work Motivation on the Performance of High School Teachers in Airmadidi District.

The results of multiple regression analysis show the sig value $0.00 < 0.05$ or f count $49.231 >$ from f table 3.20, then there is an effect of variable X simultaneously on variables X and Y. Based on the results of the analysis, it can be concluded that there is a significant effect of emotional intelligence and work motivation on teacher performance in SMA in Airmadidi District.

Table 3: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5274.674	2	2637.337	49.231
	Residual	2517.806	47	53.570	
	Total	7792.480	49		
a. Dependent Variable: Teacher performance (Y)					
b. Predictors: (Constant), work motivation (X2), emotional intelligence (X1)					

The results of multiple regression analysis show the sig value $0.00 < 0.05$ or f count $49.231 >$ from f table 3.20, then there is an effect of variable X simultaneously on variables X and Y. Based on the results of the analysis, it can be concluded that there is a significant effect of emotional intelligence and work motivation on teacher performance in Airmadidi District High School. Also seen from the results of the sig number on the two independent variables is the sig value $0.00 < 0.05$ and t count $6.662 >$ from the t table, it means that there is a significant influence between the variables of emotional intelligence and work motivation on the performance of teachers in SMA in Airmadidi District. This shows that the two independent variables of emotional intelligence and work motivation together have a significant effect on teacher performance. Thus the H_03 hypothesis which states that there is no significant influence between teacher emotional intelligence and work motivation on teacher performance is rejected. This means that H_03 is rejected and H_03 is accepted.

Previous research was conducted by Suciati Gita Dwistanti (2018)^[6]. The results of her research were that there was a significant influence on the independent variables of emotional intelligence (X_1) and work motivation (X_2) together on teacher performance (Y). According to Didi Pianda (2018: 28)^[8] writes that our performance is successful if there is motivation to work more enthusiastically, this proves that teacher work motivation is not only obtained from within a person but can be strengthened by the work environment and good

relationships between teacher friends. Goleman (2015: 56) [7] states that intelligence greatly affects a person's individual development according to the ability to recognize other people's feelings and our own feelings, the ability to motivate ourselves and the ability to manage emotions well in ourselves and in relationships with others because of that good emotional intelligence. is being able to work together between teachers and principals and a school environment that encourages being able to complete work well. According to Tambingon (2011: 4) [25] suggests that emotional intelligence is needed in increasing human resources. According to Sadirman (2011: 74) motivation can encourage teachers to work harder so that they get better results.

Based on the results of the spss output, the value of correlation / relationship (R) is 0.814 from the output, the coefficient of determination (R square) is 0.663, which implies that the influence of the emotional intelligence variable on teacher performance is 66.3%. others that are not researched.

5. Conclusion

Based on the results of the research conducted, it can be concluded that:

1. Emotional intelligence has a significant and positive effect on the performance of high school teachers in Airmadidi District, so that the higher the emotional intelligence will improve the performance of high school teachers in Airmadidi District.
2. Work motivation has a significant and positive effect on the performance of high school teachers in Airmadidi District, so that the higher work motivation will increase the performance of high school teachers in Airmadidi District.
3. Teacher emotional intelligence and work motivation have a significant and positive effect together on the performance of high school teachers in Airmadidi District, so that the higher the quality of emotional intelligence and work motivation will improve the performance of high school teachers in Airmadidi District.

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