



## The effect of emotional intelligence and work motivation on the professional competency of SD teachers in Kecamatan Mapanget city Manado

Agnes M. Goni<sup>1</sup>, Zoya Sumampouw<sup>2</sup>, Emelinda Miranda Kumolontang<sup>2</sup>

<sup>1</sup> Master of Elementary School Teacher Education Study Program, Postgraduate Program, Universitas Negeri Manado, Indonesia

<sup>2</sup> Students of the Master of Elementary School Teacher Education Study Program, Postgraduate Program, Manado State University, Indonesia

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### Abstract

This study aims to analyze and examine the effect of emotional intelligence and work motivation on teacher professional competence. The research was conducted in 20 elementary schools in the Mapanget District of Manado City with 89 respondents as the sample. The sampling technique used simple random sampling technique. Testing the validity of the instrument using the Pearson Product Moment formula and testing the reliability of the instrument using the Alpha method. The research hypothesis was tested using simple linear regression analysis techniques and multiple linear regression. Testing the requirements of the regression analysis carried out the normality test and linearity test. Based on the results of the study, it was found that: (1) there was a significant influence of emotional intelligence on the professional competence of elementary school teachers in Mapanget District, Manado City at 44.6%, while the level of professional competence of teachers was predicted by the regression equation  $\hat{Y} = 24.231 + 0.887X_1$ ; (2) there is a significant effect of teacher work motivation on the professional competence of elementary school teachers in Mapanget District, Manado City by 48.3%, while the level of teacher professional competence can be predicted by the regression equation:  $\hat{Y} = 53.539 + 0.619X_2$ ; (3) there is a significant influence of emotional intelligence and work motivation of teachers together on the professional competence of elementary school teachers in Mapanget District, Manado City of 54.7%, while the level of teacher professional competence can be predicted by the regression equation:  $\hat{Y} = 23.893 + 0.473X_1 + 0.396 X_2$ . This study suggests that to improve the professional competence of elementary school teachers in Mapanget District, Manado City, it is necessary to increase emotional intelligence and increase teacher work motivation.

**Keywords:** emotional intelligence, teacher work motivation, professional competence. teacher

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### Introduction

The teacher as a profession has duties: to educate, teach and train. Educating means guiding and nurturing students to become capable, active, creative, and independent moral human beings. Teaching means that the teacher is in charge of transferring a number of learning materials to students. Meanwhile, training means developing the skills of students. Educating, teaching, and training are the duties and responsibilities of teachers as professionals. The success of teachers in carrying out their duties as professionals will be reflected in their performance as teachers. Nurdin (2009: 65) <sup>[2]</sup> states that one of the easiest competencies to research and measure is the professional competence of teachers. Highlighting the professional competence of teachers does require clear descriptions and descriptions in order to obtain a comprehensive picture of the concept of professional competence.

The results of observations made by researchers on teacher performance, especially primary school teachers in Mapanget District, Manado City, show that there are still teachers who have not been able to carry out their duties and responsibilities as expected. As in the implementation of learning in the classroom, there are teachers who do not make lesson plans, or only make lesson plans if there is a supervision visit by the supervisor. There are also teachers who try to show their best competence in both the planning and implementation aspects of learning only when they are visited and after that they will return to work as before, namely carrying out learning without careful preparation and without enthusiasm and motivation. In addition, there are also teachers who carry out the learning process that is not in accordance with the learning plan that has been prepared and the learning process is less effective because they do not master learning methods and the use of learning media / resources. As in the current era of globalization, there are still many teachers who do not even have expertise in operating technological devices.

As a teacher, teachers are required to have professional competence. Professional competence is competence or ability related to the completion of teacher tasks. This competency is a very important competency, because it is directly related to the performance displayed.

Teacher work motivation is one of the important factors in efforts to improve teacher performance because motivation also plays a role as the main driving force for each teacher to carry out their professional duties in accordance with predetermined goals. As educational professionals, teachers have different work motivation from one teacher to another, this will result in differences in teacher performance in improving the quality of education.

Human resources are influenced by many factors. There are factors that come from within humans as well as factors from outside. One of the factors in humans, namely emotional intelligence, can be categorized into one of the factors that affect the professional competence of teachers. With good emotional intelligence, each individual can put his emotions in the right portion, sort out the satisfaction and set the mood well. Having good emotional skills can affect the work of a teacher as a professional calm.

Based on the description previously stated, it can be concluded that emotional intelligence and work motivation are related to the professional competence of teachers. On the basis of this thought, the researcher was interested in making a further study on "The effect of emotional intelligence and teacher work motivation on the professional competence of elementary school teachers in Mapanget District, Manado City".

Based on the formulation of research problems that have been described, the general purpose of this study is to obtain data and information about the effect of emotional intelligence and teacher work motivation on the professional competence of elementary school teachers in Mapanget District, Manado City. While the specific objectives of this study are as follows:

1. To analyze the effect of emotional intelligence on the professional competence of teachers in Mapanget District, Manado City.
2. To analyze the effect of teacher motivation on the professional competence of elementary school teachers in Mapanget District, Manado City
3. To analyze the effect of emotional intelligence and work motivation together on the professional competence of elementary school teachers in Mapanget District, Manado City.

### Research methods

The approach used in scientific research is a quantitative approach using survey research methods with non-test techniques.

The research was conducted in 20 elementary schools in the Mapanget District of Manado City with 89 respondents as the sample. The sampling technique used simple random sampling technique. Testing the validity of the instrument using the Pearson Product Moment formula and testing the reliability of the instrument using the Alpha method. The research hypothesis was tested using simple linear regression analysis techniques and multiple linear regression. Testing the requirements of the regression analysis carried out the normality test and linearity test.

### Results and Discussion

#### 1. Data Normality Test

Data normality testing was carried out using SPSS Statistics 25 software using the One Sample Kolmoorov Smirnow Test method. The decision rule is based on probability. If the probability ( $p > \alpha$ ) (0.05) then the research data is normally distributed. The results of the data normality test are shown in the following table. Table 1. Data Normality Test.

Based on the results in table 1, the variable data on emotional intelligence with Asymp. Sig is 0.062, the variable data for teacher work motivation with Asymp. Sig is 0.110, and the variable data for the professional competence of teachers with Asymp. Sig is 0.136. The analysis results show the value of Asymp. Sig. each variable  $> 0.05$ . Thus, the data from each variable is normally distributed.

#### 2. Linearity Test

Linearity test is conducted to determine whether the data of the variables to be analyzed using regression techniques has a linear relationship pattern or not. Linearity test is carried out using the ANOVA test. Decision rules are based on probability. If the probability for Deviation from Linearity  $> 0.05$  then there is no deviation in the relationship between the two variables from the linear line so that it can be concluded that the relationship between the two variables has a linear pattern. Conversely, if the probability for Deviation from Linearity is  $< 0.05$ , there is a deviation in the relationship between the two variables from the linear line so that the data is not linear.

#### a. Linearity Test Results of Variable X1 against Y

**Table 1:** Analysis of Y\* X1. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Professional Competencies * Emotional	Between Groups	(Combined)	4150,532	24	172,939	3,700	,000
		Linearity	3188,142	1	3188,142	68,203	,000

Intelligence		Deviation from Linearity	962,390	23	41,843	,895	,604
	Within Groups		2991,693	64	46,745		
	Total		7142,225	88			

Based on the results of the analysis as shown in Table 1 the value of sig. for Deviation from Linearity of 0.604. The p value > 0.05 means that there is no deviation in the relationship between the two variables from the linear line. Thus, the relationship between emotional intelligence variable data and teacher work motivation has a linear pattern.

### b. Linearity Test Results of Variable X2 against Y

**Table 2:** Y \* X2 Linearity Test Analysis

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Professional Competence * Teacher Work Motivation	Between Groups	(Combined)	5051,975	30	168,399	4,673	,000
		Linearity	3447,395	1	3447,395	95,658	,000
		Deviation from Linearity	1604,579	29	55,330	1,535	,083
	Within Groups		2090,250	58	36,039		
	Total		7142,225	88			

Based on the results of the analysis as shown in Table 2 the value of sig. for Deviation from Linearity of 0.83. The p value > 0.05 means that the relationship between the two variables does not deviate from the linear line. Thus the data relationship between teacher work motivation and teacher professional competence has a linear pattern.

## 3. Hypothesis Testing

### a. Hypothesis test

#### 1. Hypothesis Test I

Simple linear regression analysis was used to test Hypothesis I about the influence of emotional intelligence variables on teacher professional competence variables.

**Table 3:** Summary of Model Variable X1 Against Y

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,668 <sup>a</sup>	,446	,440	6,742
a. Predictors: (Constant),				
b. Dependent Variable: Teacher's Professional Competence				

Based on Table 4, it is known that the R Square number is 0.446. This figure is obtained by squaring the correlation number (0.668<sup>2</sup>). Furthermore, the value of the Determinant Coefficient or Determinant Coefficient (KP) is obtained by the formula:  $KP = r^2 \times 100\%$ , so that the determinant coefficient value is 44.6%. This means that 44.6% of teachers' professional competence can be explained by the emotional intelligence variable, while the remaining 56.4% is explained by other variables.

The next analysis is regression analysis to determine the regression equation X1 against Y and to test the significance of the regression coefficient as shown in the following table.

**Table 4:** Analysis of X1 to Y Regression

Coefficients <sup>a</sup>						
Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.
	B	Std. Error	Beta			
1	(Constant)	24,231	13,187		1,837	,070
	Kecerdasan Emosional	,887	,106	,668	8,375	,000
a. Dependent Variable: Teacher's Professional Competence						

Based on the results of the analysis in Table 4, it was obtained that Tcount = 8.375. T table with significance level = 0.05, degrees of freedom (df = n - 2) = 87 obtained T table = 1.663. It turns out that Tcount = 8.375 is more than Ttable = 1.663 or Tcount ≥ Ttable, so Ho is rejected, which means it is significant. In conclusion, the emotional intelligence variable has a significant effect on the professional competence of teachers. Thus accept

Hypothesis I which states that emotional intelligence has a significant effect on the professional competence of elementary school teachers in Mapanget District, Manado City.

## 2. Hypothesis II Test

Simple linear regression analysis was used to test Hypothesis II about the effect of teacher work motivation variables on teacher professional competence variables. Analyzes were performed using SPSS Statistics 25 software.

**Table 5:** Summary of Model Variable X2 Against Y

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,695 <sup>a</sup>	,483	,477	6,517
a. Predictors: (Constant), Teacher Work Motivation				
b. Dependent Variable: Teacher's Professional Competence				

Based on table 5, it is known that the R Square number is 0.483. This figure is obtained by squaring the correlation number (0.695<sup>2</sup>). Furthermore, the determinant coefficient value is obtained by the formula:  $KP = r^2 \times 100\%$ , so that the determinant coefficient value is 48.3%. This means that 48.3% of teacher professional competence can be explained by the teacher's work motivation variable, while the remaining 52.7% is explained by other variables.

The next analysis is regression analysis to determine the X2 regression equation, against Y and to test the significance of the regression coefficient as shown in the following table.

**Table 6:** Analisis Regresi X<sub>2</sub> terhadap Y.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53,539	9,014		5,939	,000
	Motivasi Kerja Guru	,619	,069	,695	9,010	,000
a. Dependent Variable: Teacher's Professional Competence						

Based on the results of the analysis in Table 6, it is obtained that  $t_{count} = 9.010$ . T table with significance level = 0.05, degrees of freedom ( $df = n - 2$ ) = 87 obtained T table = 1.663. It turns out that  $T_{count} = 9.010$  is more than  $T_{table} = 1.663$  or  $T_{count} \geq T_{table}$ , so  $H_0$  is rejected, which means it is significant. In conclusion, the variable of teacher work motivation has a significant effect on the professional competence of teachers. Thus accept Hypothesis II which states that there is a significant effect of teacher work motivation on the professional competence of elementary school teachers in Mapanget District, Manado City.

## 3. Hypothesis Test III

Multiple linear regression analysis was used to test Hypothesis III about the influence of the variables of emotional intelligence and teacher work motivation together on the variable of teacher professional competence. Analyzes were performed using SPSS Statistics 25 software.

**Table 7:** Summary of Model Variables X1, X2 Against Y

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,740 <sup>a</sup>	,547	,536	6,13360
a. Predictors: (Constant), Teacher Work Motivation, Emotional Intelligence				

The model summary table shows the magnitude of the coefficient of determination which serves to express the percentage of Y variable as the dependent variable (bound) which can be predicted using X1 and X2 as independent variables. Based on Table 8, it is known that the R Square number is 0.547. This figure is obtained by squaring the correlation number (0.740<sup>2</sup>). Furthermore, the value of the determinant coefficient or determinant coefficient is obtained by the formula:  $KP = r^2 \times 100\%$ , so that the determinant coefficient value is 54.7%. This means that 54.7% of the professional competence of teachers can be explained by the variables of emotional intelligence and teacher work motivation, while the remaining 45.3% is explained by other variables not examined in this study. In other words, the magnitude of the influence of the variables of emotional intelligence and work motivation of teachers together on the professional competence of teachers is 54.7%.

To test the feasibility of the regression model, the ANOVA test was carried out as shown in the following table.

**Table 8:** Uji ANOVA  $X_1, X_2*Y$ 

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3906,816	2	1953,408	51,923	,000 <sup>b</sup>
	Residual	3235,409	86	37,621		
	Total	7142,225	88			
a. Dependent Variable: Kompetensi Profesional Guru						
b. Predictors: (Constant), Teacher Work Motivation, Emotional Intelligence						

Based on the results of the analysis in Table 8, it is obtained that  $F_{count} = 51.923$ .  $F$  table with significance level = 0.05, dk counter = 2 and dk denominator = 86 obtained  $F_{table} = 3.95$ . It turns out that  $F_{count} = 51.923$  is more than  $F_{table} = 3.95$  or  $F_{count} > F_{table}$ , then  $H_0$  is rejected, meaning that it is significant. In conclusion, the variables of emotional intelligence and work motivation of teachers together have a significant effect on the professional competence of teachers. Thus accept Hypothesis III in this study which states that there is an influence of emotional intelligence and work motivation of teachers together on the professional competence of elementary school teachers in Mapanget District, Manado City.

### Conclusion

1. There is a significant influence of emotional intelligence on the professional competence of elementary school teachers in Mapanget District, Manado City of 44.6%, while the remaining 43.4% is influenced by the teacher work motivation variable and other variables not examined in this study. Based on the regression equation, it is known that the coefficient is positive. This means that the higher the effectiveness of emotional intelligence, the higher the professional competence of teachers.
2. There is a significant influence of teacher work motivation on the professional competence of elementary school teachers in Mapanget District, Manado City by 48.3% while the remaining 52.7% is influenced by emotional intelligence variables and other variables studied in this study. The regression coefficient is positive, which means that the higher the teacher's work motivation, the higher the teacher's professional competence.
3. There is a significant influence of emotional intelligence and work motivation of teachers together on the professional competence of elementary school teachers in Mapanget District, Manado City by 54.7% teachers while the remaining 45.3% is influenced by other variables not examined in this study. The regression coefficient of the emotional intelligence variable and teacher work motivation is positive, which means that the better the emotional intelligence and work motivation of the teacher, the teacher's professional competence will increase.

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