

The Influence of Emotional Intelligence and Work Climate Toward Esprit de Corps to Enhance Teacher Performance

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Abstract: The existence of the industrial revolution 4.0 caused disruption of Education which was not realized by established organizations so that it disrupted the activities of old order. To meet these challenges, the Education system are required to change including in producing quality teachers in order to produce superior human resource seeds. Teacher performance is influenced by several factors, one of which is emotional intelligence, work climate and esprit de corps. In this study using descriptive research methods and literature review. The results of this study are emotional intelligence and work climate has a not too significant effect on improving teacher performance while the esprit de corps possessed by each teacher has a significant effect on improving teacher performance. So, in this study it can be concluded that emotional intelligence and work climate have a direct relationship to the esprit de corps to enhance teacher performance.

1 INTRODUCTION

The industrial revolution 4.0 caused disruption of Education. Disturbing innovations are new innovations that are not seen and are not realized by established organizations, thus increasing the course of the activities of the old order. Facing these challenges, the Education system is also demanded to change including in producing qualified and competent teachers in order to produce superior human resource seeds that regulate digital economic patterns, artificial intelligence, big data, robots and innovative phenomena that interfere with innovation (Christensen, 2016). In the era of the industrial revolution 4.0 quality competition became more stringent. However, the low quality of human resources will be an obstacle in the industrial revolution 4.0. Education system is an effort to improve the quality of human resources (HR) (Fitriana, & Sopian, 2013).

One of the fundamental factors that determine the achievement of educational goals is the teacher. The role of a teacher is very influential for every success of the learning process (Jones, Jenkin, & Lord, 2006). The teacher is the most important factor in increasing the effectiveness of education (Barber & Mourshed, 2007). The teacher is one of the determinants of the high and low quality of educational outcomes. The teacher is also a human figure who occupies a position in playing an important role in education. The teacher is the most influential component in creating quality education processes and outcomes. According to (Stronge, Ward, & Grant, 2011) concluded that the general denominator in school improvement and student

success is the teacher. Teacher performance is one of the important components that influence the education quality improvement (Sugi, Slamet, & Martono, 2018). Therefore, any improvement efforts made to improve student performance are inseparable from teacher performance. Quality education can be realized if the teacher works professionally (Rozi, Prihatin, & Suminar, 2016); (Muhajirin, Prihatin, & Yusuf, 2017).

According to (Martono, 2013) and (Setyawan, Sumaryanto, & Murwatiningsih, 2017) performance can be said to be result of a particular process carried out by all organizational component towards certain sources used. According to (Hartuti & Slamet, 2017) performance appraisal is an important factor for a company or organization to find out how well a company or organization performs over a period of time. According to (Milanowski, 2011) measuring the performance of a teacher is one of the basic strategic management of human resources in the field of education. Teacher performance measurement is a sense of responsibility to carry out the mandate, the profession it carries, and a sense of moral responsibility on his shoulders. All of that can be seen in his compliance and loyalty in carrying out his teacher's duties in the classroom and his educational assignment beyond the classroom. To determine the level of teacher performance, the government conducts data collection on the performance of principals and teachers nationally.

Based on data from the Center for Education and Culture Statistics in 2016, it was explained that the performance of the KSG in the Basic Education Sector calculated from 5 types of HR indicators amounted to 77.69 including the less. However, the performance of the KS in the Basic Education

Sector amounting to 85.43 including middle school is greater than the performance of the Basic Education Sector's teacher at 76.43 including less. When detailed according to the education unit, the SKG performance of the ES, SS, JHS and VS is 76.37, 74.96, 79.86, respectively, including the less category, while the KSG performance of HS is 81.16 including the less category. when observed from the KS performance, only SS and VS of 73.97 and 71.41 are included in the category of less, JHS at 80.31 includes less category, while ES and HS respectively 88.00 and 86.17 including middle category. Furthermore, the performance of elementary school teachers, SS, JHS, and VS were 74.83, 74.59, 78.55, and 77.12 including the less category, while the high school teacher's performance of 80.84 was included in the pre-primary category. It can be concluded, that the performance of teachers in 2016 nationally is included in the less category.

Teacher performance is influenced by various factors. The factors include emotional intelligence and work climate. Individual teacher factors are also very important, because as good as any curriculum, if it is not accompanied by qualified teachers, then everything will be in vain (Mulyasa, 2007). Based on the above factors, there are factors of renewal in their influence on teacher performance. New factors that influence teacher performance are moral values or esprit de corps. Philosophically, esprit de corps can be defined as a loyalty and attachment to the group identified. In addition to loyalty and attachment, the spirit of the corps can also realize an individual's sense of commitment (Grosz, 2008). Thus, it can be synthesized that the esprit de corps is a personal power that forms a person can be trusted by other parties so that the individual will be able to achieve the goals that have been set effectively, with indicators: honest, responsible, trustworthy, loyal or obedient on the rules, and benefits others (Grosz, 2008). According to (Brion, 2015) said "Factor analysis procedures indicated that the Teacher Morale Survey does measure three components of morale, belongingness, identification, and rationality". The procedure of factor analysis shows that the teacher survey (esprit de corps) does measure three moral components, namely, a sense of belonging, identification, and rationality. In writing (Merriam Webster Dictionary, 2012) says that moral (esprit de corps) is defined as principles, teachings, or behavior, mental and emotional conditions (such as enthusiasm, self-confidence, or loyalty) of an individual or group relating to a function or task in hand, a sense of general purpose with respect to the group, or the level of individual psychological well-being based on factors such as a sense of purpose and confidence in the future. Based on the explanation above, it can be concluded that there is a relationship between the

esprit de corps and performance. In the other words, the higher esprit de corps the teacher has, the higher the quality of his performance.

This study aims to determine the effect of certification and teacher competency on esprit de corps to improve teacher performance. It is hoped that the result of this study will benefit the community generally and researcher especially. The result of this study can be used as reference material for subsequent studies.

2 METHODS

The research methodology used in this research is descriptive research method and literature review. According to (Sukmadinata, 2009) descriptive research methodology is the most basic research methodology for describing or defining existing phenomena, both phenomena that are natural or human engineering. In this study, descriptive research methodology was more directed at qualitative studies, because this study paid more attention to the characteristics, quality and relevance of activities. While the literature review is a comprehensive review of research studies and theoretical arguments about several phenomena (Allen, 2017). According to (Reardon, 2011) the literature review is the basis of appropriate research, because knowledge of the other's contributions in the researcher's prospective field study is very important.

This study describes and illustrates the effect of certification and teacher competence on esprit de corps to improve teacher performance. The description research method uses a type of case study on teacher performance. Case studies are methods for collecting and analyzing data regarding a case (Sukmadinata, 2009). Case studies in this research are based on literature reviews that have been reviewed by researchers. The researcher reviews various kinds of literature relevant to the research theme.

This research is a type of research with a conceptual model, according to (Jonker & Pennink, 2009) the conceptual research model has functions namely:

- The first function of the conceptual model is to link research with the existing body of literature. With the help of a conceptual model, a researcher can show in what way he views his research phenomena.
- The second function is that building a model can help in structuring problems, identifying relevant factors and then providing connections that make it easier to map and frame problems. If done correctly, the model is an honest representation of the phenomenon being studied.
- The third and final function of the conceptual model relates it to system theory.

According to (Marek, 2015) in his article entitled "Conceptual Manuscript Outline" there are several stages in carrying out research with a conceptual model, namely:

- Perform a literature review to get as much as possible external and internal influences.
- Reflective analysis to add influence not found in the literature.
- Analysis of influence; grouping into the factors mentioned.
- Integration of factors onto a conceptual model that shows external and internal factors.
- Analysis of the role of instructional and technological design in the overall model, and inclusion in revised numbers.
- Development of recommendations for practice.

3 RESULTS AND DISCUSSION

This research was conducted to measure teacher performance. Performance factors are agreed upon by many factors that unleash the challenges of work, emotional intelligence and the esprit de corps. According to (Goleman, 1999) and (Effendi, 2005: 82) defines emotional intelligence as "the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves and the ability to manage emotions well in ourselves and their relationships with others". Meanwhile according to (Cooper & Sawaf, 1997) in Masaong (2012: 207) defines emotional intelligence as "the ability to feel, understand and effectively establish emotional sensitivity as a source of energy, information and human influence". Thus, emotional intelligence is the teacher's ability to correctly understand emotional symptoms. The next factor that influences teacher performance is the work climate. According to (Murti, 2016) work climate is often called an organizational climate because work is an organizational unit, organizational climate is the internal environment or organizational psychology. The working climate is at the individual and organizational level, when the working climate enters the individual order, this is called a psychological climate, whereas if the assessment of the climate has been felt by many individuals in an organization, it will be called an organizational work climate. Various kinds of definitions of work climate can be an understanding that the work climate is closely related to three things: the internal environment of the organization, individuals within the organization, and the specific characteristics of one organization to another (Siswanto, 2012). From the opinion above, it can be said that organizational climate is a concept that describes the quality of the organization's internal environment that influences the behavior of organizational members in carrying out their work.

In practice, it is important to create an appropriate work climate and provide effective resources so as to keep the organization away from negative things and can stimulate employee motivation to continue working.

Based on the factors above, there is a renewal factor in its effect on teacher performance. The new factor influencing teacher performance is moral values or esprit de corps. Philosophically, the esprit de corps can be defined as loyalty and attachment to the identified group. In addition to loyalty and attachment, the spirit of the corps can also manifest an individual's sense of commitment. Thus, it can be synthesized that the esprit de corps is a personal power (personal power) that forms a person can be trusted by other parties so that the individual will be able to achieve the goals set effectively, with indicators: honest, responsible, trustworthy, loyal or obedient on the rules, and provide benefits for others (Grosz, 2008). According to (Brion, 2015) said "Factor analysis procedures indicated that the *Teacher Morale Survey does measure three components of morale, belongingness, identification, and rationality*". The factor analysis procedure shows that the teacher's enthusiasm survey indeed measures three moral components, namely, ownership, identification, and rationality. In writing (Merriam Webster Dictionary, 2012) says that morals (esprit de corps) are defined as principles, teachings, or behaviors, mental and emotional conditions (such as enthusiasm, self-confidence, or loyalty) of an individual or group relating to functions or tasks at hand, a sense of general purpose with respect to the group, or the level of psychological well-being of an individual based on factors such as a sense of purpose and confidence in the future

This research was conducted by distributing questionnaires to 216 respondents who came from Madrasah Ibtidayah teachers in Semarang Regency and obtained the following results:

- Test the Validity and Reliability of Emotional Intelligence with the esprit de corps.

In the questionnaire that contained questions about emotional intelligence there were 46 questions and questions about the esprit de corps there were 10 questions. With a 95% T table, it's worth 1.97. A questionnaire can be declared valid if the calculated T value is greater than the T table. Of the 56 questions that have been calculated using SPSS, the calculated T value obtained is greater than the T Table (1.97), so the questionnaire questions about emotional intelligence and esprit de corps can be said to be valid. While the reliability test between emotional intelligence and the esprit de corps after the calculation using SPSS has a value of 0.94 which indicates that it has a perfect reliability value.

- Test the Validity and Reliability of Work Climate with the esprit de corps.

In the questionnaire that contained questions about the work climate there were 16 questions and questions about the esprit de corps there were 10 questions. With a 95% T table, it's worth 1.97. A questionnaire can be declared valid if the calculated T value is greater than the T table. Of the 16 questions that have been calculated using SPSS, the calculated T value obtained is greater than the T Table (1.97), so the questionnaire questions about emotional intelligence and esprit de corps can be said to be valid. While the reliability test between emotional intelligence and the esprit de corps after calculation using SPSS has a value of 1.01 which shows that it has a perfect reliability value.

- Test the Validity and Reliability of Emotional Intelligence with the teacher performance.

In the questionnaire that contained questions about Emotional Intelligence there were 46 questions and questions about teacher performance there were 24 questions. With a 95% T table, it's worth 1.97. A questionnaire can be declared valid if the calculated T value is greater than the T table. Of the 70 questions that have been calculated using SPSS, the calculated T value obtained is greater than T Table (1.97), so the questionnaire questions about emotional intelligence and mental performance of teachers can be said to be valid. While the reliability test between emotional intelligence and teacher performance after calculations using SPSS has a value of 0.95 which indicates that it has a perfect reliability value.

- Test the Validity and Reliability of Work Climate with the teacher performance.

In the questionnaire containing questions about the Work Climate there are 16 questions and questions about teacher performance there are 24 questions. With a 95% T table, it's worth 1.97. A questionnaire can be declared valid if the calculated T value is greater than the T table. Of the 40 questions that have been calculated using SPSS, the calculated T value obtained is greater than T Table (1.97), so the questionnaire questions regarding work climate and teacher performance can be said to be valid. While the reliability test between work climate and teacher performance after calculation using SPSS has a value of 0.86 which indicates that it has a high reliability value.

- Test the Validity and Reliability of esprit de corps with the teacher performance.

In the questionnaire containing questions about the esprit de corps there are 10 questions and questions about the performance of the teacher there are 24 questions. With a 95% T table, it's worth 1.97. A questionnaire can be

declared valid if the calculated T value is greater than the T table. From 34 questions that have been calculated using SPSS the calculated T value obtained is greater than the T Table (1.97), then the questionnaire questions about the esprit de corps and teacher performance can be said to be valid. While the reliability test between the esprit de corps and teacher performance after calculations using SPSS has a value of 0.89 which indicates that it has a high reliability value.

4 CONCLUSION

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

- In the questionnaire distributed and filled out by 216 respondents stated that the validity was tested using SPSS the results were valid.
- There is a relationship between emotional intelligence with the esprit de corps, work climate with the esprit de corps, emotional intelligence with the teacher's performance, work climate with the performance of the teacher and esprit de corps with the teacher performance.
- The reliability test can be said to be perfect if the Cronbach Alpha value is greater than 0,90.
- The reliability test can be said to be high if the Cronbach Alpha value is between 0,70 to 0,90.
- The perfect reliability test is found in the relationship between emotional intelligence with a esprit de corps worth 0,94, work climate with esprit de corps worth 1.01 and emotional intelligence with teacher performance worth 0,95.
- High reliability test is found in the relationship of work climate with teacher performance worth 0,86 and esprit de corps with teacher performance worth 0,89.
- Emotional intelligence and work climate factors have an influence on esprit de corps. Low teacher performance is influenced by several factors, including emotional intelligence and work climate. These factors influence the improvement of teacher performance, but their contribution is not very significant. emotional intelligence and the work climate contribute little in influencing teacher performance improvement. A significant effect on improving teacher performance is actually the esprit de corps possessed by each teacher. Esprit de corps can be said to be a factor that directly influences teacher performance improvement. The existence of intervening esprit de corps that can significantly improve teacher performance is evidence that emotional intelligence and work climate possessed by teachers do not directly affect teacher performance. But there must be a

sense of esprit de corps that every teacher has. emotional intelligence and work climate have a direct relationship to esprit de corps so it can be concluded that emotional intelligence and work climate have an influence on the esprit de corps.

Based on the results of the study, it is recommended that the esprit de corps be given more attention in the factors of emotional intelligence and work climate, so that the performance of teachers who are influenced by these two factors can be improve.

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