



**JEBM**

Volume 2 Issue 1 (February 2024) Pages 83-88  
ISSN : [2987-5331](https://doi.org/10.5331/2987-5331) (Online)

**JOURNAL OF ENTREPRENEUR,  
BUSINESS, AND MANAGEMENT**

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## **EMOTIONAL INTELLIGENCE AND PEDAGOGICAL COMPETENCE ON THE PERFORMANCE OF MUHAMMADIYAH PAREPARE JUNIOR HIGH SCHOOL TEACHERS**

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### **Abstract**

This study aims to investigate, scrutinize, and elucidate the effects of Emotional Intelligence and Pedagogical Competence on the performance of teachers at Muhammadiyah Parepare Junior High School. The research employs a quantitative descriptive approach, involving a population and sample of 33 teachers. Data gathering encompasses interviews, surveys, and a review of existing literature. The collected data will undergo analysis using statistical tools and SPSS software version 24. The findings of the study reveal that: 1. Emotional Intelligence exerts a positive and noteworthy influence on the performance of teachers at Muhammadiyah Parepare Junior High School. In general, Emotional Intelligence plays a pivotal role in enhancing teacher performance, a critical factor in attaining organizational objectives. 2. Pedagogical Competence similarly demonstrates a positive and significant impact on the performance of teachers in Muhammadiyah Parepare Junior High School. This competence is a vital element that assists teachers in optimizing their potential to contribute to organizational goals with a heightened sense of awareness.

**Keywords:** *Emotional Intelligence; Pedagogical Competence; Performance.*

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## INTRODUCTION

Teacher's is the most critical component in the entire education system, requiring central, primary attention. Teachers play a pivotal role in educational development, especially within the formal school setting. This is in line with Law No. 14 of 2005 concerning Teachers and Lecturers, Article 1, defining teachers as professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, basic education, and secondary education.

The social reality faced by the Indonesian government, particularly the Ministry of National Education, reveals a concerning state of education. According to the World Economic Forum's 2012-2013 competitiveness data, Indonesia ranks 45 out of 140 countries, significantly lower than ASEAN countries such as Malaysia (ranked 21) and Singapore (ranked 7). The United Nations Development Programme (UNDP) in 2011 reported a decline in Indonesia's Human Development Index (HDI) from rank 108 in 2010 to rank 124 in 2012, among 180 countries. The 2012 Education For All (EFA) Global Monitoring Report (GMR) by UNESCO placed Indonesia at 64th out of 120 countries worldwide. According to the Political and Economic Risk Consultant (PERC) survey, Indonesia's education quality ranks 12th out of 12 Asian countries (Setya in Hartana, 2013).

In line with these conditions, the success of education heavily depends on the preparedness of teachers to facilitate students through the teaching and learning process. However, the strategic position of teachers in enhancing education quality is influenced by their professional abilities, improving their overall performance.

The ideal condition of quality education has not been well-realized to date, mainly due to the relatively low human resources, especially teachers. Many teachers struggle to develop syllabi and lesson plans, create teaching materials, and provide assessments focusing solely on cognitive aspects. This phenomenon is also observed among teachers at SMP Muhammadiyah Parepare. Based on pre-survey results from interviews with several teachers, it is evident that teacher performance is still low. In line with this phenomenon, teacher performance can be influenced by factors such as Emotional Intelligence and pedagogical competence.

In the context of work, Emotional Intelligence is the ability to understand one's and others' feelings, including handling problems appropriately (Martin, 2003:23). Effectively managing emotions, using them in harmony with reason, involves understanding temperament, regulating mood, recognizing others' feelings, and controlling unproductive emotions.

Moreover, a teacher's pedagogical competence can also impact their performance. Effective pedagogical competence influences a teacher's activities in fulfilling their duties, continuously motivating them to perform better to achieve organizational goals. Pedagogical competence requires teachers to create effective learning situations in line with students' expectations, competencies, needs, and readiness. As Hakim (2013) explains, pedagogical competence involves managing

learning, marked by a teacher's ability to develop a comprehensive, dynamic, and meaningful learning situation in line with students' expectations, competencies, needs, and readiness. Therefore, improving pedagogical competence is crucial, as it directly affects teachers' productivity levels (Sulistiyani, 2015).

Furthermore, Hasibuan (2013:34) defines performance as the outcome achieved by an individual in carrying out assigned tasks, based on skill, experience, diligence, and time. Citing Iskandar, U. (2016:99), teacher performance involves three activities: (1) Planning the learning program, (2) Implementing learning activities, and (3) Evaluating/assessing learning. Priansa, D. J. (2014:79) states that teacher performance is evident in their responsibility, profession, and morality. Therefore, when teacher performance is good, it contributes to better educational quality.

In connection with the above, the success of teachers in improving their performance in schools depends on academic supervision and pedagogical competence. Considering the performance of SMP Muhammadiyah Parepare teachers in this study, there is a tendency toward low performance. Phenomena observed include: 1) Suboptimal development of learning activity plans, often copying and pasting materials from the previous year with a change of date, 2) A lack of ability to create varied learning experiences, 3) Students paying insufficient attention to teachers' explanations, resulting in a lack of absorption of the material, 4) Some teachers leaving class early, and 5) Students obtaining scores below the Minimum Mastery Criteria (KKM) in the national final exam. Given these conditions, improving academic supervision, enhancing teachers' pedagogical competence, and better performance are expected to lead to improved teacher achievements at SMP Muhammadiyah Parepare.

Based on the background above, the title of this research is "Emotional Intelligence and Pedagogical Competence on the Performance of SMP Muhammadiyah Parepare Teachers."

## THEORITICAL REVIEW

According to Ary Ginanjar Agustian (2002:199), emotional intelligence is the ability to sense, understand, and effectively apply the power and sensitivity of emotions as a source of energy, information, and human influence. Emotional intelligence, as defined by Goleman (2002:512), is an individual's ability to manage their emotional life with intelligence, maintaining the harmony of emotions and their expression through skills such as self-awareness, self-control, self-motivation, empathy, and social skills.

Imam Kam (2009:102) states that emotional intelligence is an individual's ability to self-motivate, endure frustration, control emotional impulses (joy, sadness, anger, etc.) without exaggerating pleasures, regulate one's mood, and manage stress. Based on the theories explained, emotional intelligence is an individual's capacity to recognize their feelings optimally, allowing them to regulate themselves, generate

motivation to improve their quality of life, foster positive relationships with others, and evoke empathy in the social environment.

According to Sadulloh (2010:1), pedagogy is a science that discusses education, specifically the education of children. Pedagogy attempts to explain the intricacies of child education as it represents the theory of child education. The role of a teacher extends beyond merely transmitting knowledge to children; it involves the holistic development of a child's personality. Teachers nurture a child's mental attitude, conscience, making them sensitive to humanitarian issues, human dignity, and fostering respect for fellow humans. Additionally, teachers should develop skills to cope with life's challenges.

Pedagogical competence pertains to how a teacher possesses the ability to teach, as described in the Indonesian Government Regulation No. 19 of 2015 concerning the National Education Standards. This competency encompasses the ability to manage learning, including understanding students, designing and implementing lessons, evaluating learning outcomes, and developing students to actualize their various potentials.

According to an expert's definition of leadership, such as Terry (1977), stating that "Leadership is the relationship in which one person or the leader influences others to work together willingly on related tasks to attain that which the leader desires." Sikula (1992) expresses that "Leadership is an administrative process that involves directing the affairs and actions of others." Leadership styles essentially embody the behavior of a leader, relating to their ability to lead. This embodiment usually takes on a specific pattern or form. The concept of leadership style aligns with the opinion presented by Mark (2014), stating that the overall pattern of a leader's actions, as perceived or referenced by subordinates, is known as leadership style.

Various opinions are expressed by experts regarding teacher performance. As stated by Robert L. Manthis and John H. Jackson in Novita Sari (2014:35-36), teacher performance affects how much they contribute to the organization. Based on this opinion, improving individual and group performance becomes a focal point in efforts to enhance the performance of school organizations.

In conclusion, from various entries, "to perform" means to carry out an activity and refine it in accordance with responsibilities and expected results. The term "performance" is a noun (thing done), where one of its meanings is "thing done" (something that has been accomplished). Thus, performance is an outcome that has been accomplished legally, without violating laws, and in line with the moral and responsibilities granted to teachers. Performance is a tool needed by school organizations to achieve success. Improving individual teacher performance will drive the overall productivity of human resources, reflected in increased productivity in the teaching and learning process.

## METHODOLOGY

The design and type of research use a quantitative method. The research location is at Muhammadiyah Parepare Junior High School. This research was conducted over a period of 2 months, followed by the analysis of the research data. The population and sample of the study consist of 33 individuals (the population in the research implementation is the teachers of Muhammadiyah Parepare Junior High School). The data analysis technique used is quantitative descriptive analysis.

## RESULTS AND DISCUSSION

### 1. The Influence of Emotional Intelligence on the Performance of Muhammadiyah Parepare Junior High School Teachers

Based on the research hypothesis results, it is found that the emotional intelligence variable significantly influences teacher performance, with a significant effect indicated by the regression coefficient of 0.601. The presence of emotional intelligence in Muhammadiyah Parepare Junior High School teachers has played a crucial role in providing the most essential aspect for teachers in a pleasant atmosphere to implement their skills towards their work. So, if emotional intelligence increases by one unit, teacher performance will increase by 0.601, assuming the values of other independent variables remain constant.

According to Ary Ginanjar Agustian (2012:199), emotional intelligence is the ability to sense, understand, and effectively apply the power and sensitivity of emotions as a source of energy, information, and human influence. Emotional intelligence, according to Goleman (2012:512), is a person's ability to manage their emotional life with intelligence; maintaining the harmony of emotions and their expression through self-awareness, self-control, self-motivation, empathy, and social skills.

### 2. The Influence of Pedagogical Competence on the Performance of Muhammadiyah Parepare Junior High School Teachers

Based on the analysis results, the t-statistic value is 3.815 with a Sig. t value of 0.001. From the statistical table with a 5% alpha level, the t-table value is 2.034. Since the t-statistic value  $>$  t-table ( $3.815 > 2.034$ ), the hypothesis stating, "Pedagogical competence has a positive and significant effect on the performance of Muhammadiyah Parepare Junior High School teachers," is accepted. Considering the positive coefficient (0.171), it indicates a positive or direct relationship. This means that the better the pedagogical competence of teachers, the better the performance of teachers at school.

Pedagogical is the science of education, focusing more on thinking about education. It is a thought about how to educate and guide children. Meanwhile, pedagogical means education that emphasizes practice involving the activities of educating and guiding children. Pedagogical is a theory and a thorough, critical, and objective study developing its concepts about the nature of humans and children, the nature of the process, and the nature of the goals of education.

### 3. The Influence of Emotional Intelligence and Pedagogical Competence on the Performance of Muhammadiyah Parepare Junior High School Teachers

Based on the research results, all independent variables simultaneously: Emotional Intelligence and Pedagogical Competence have a significant influence on teacher performance. Partially, each independent variable: Emotional Intelligence, Pedagogical Competence has a significant effect on teacher performance. The Emotional Intelligence variable is more dominant in influencing teacher performance. Therefore, Muhammadiyah Parepare Junior High School should pay more attention to the Emotional Intelligence variable as it plays a crucial role in influencing the overall performance of Muhammadiyah Parepare Junior High School teachers.

## CONCLUSION

Based on the interpreted results of the data analysis, the conclusions that the author can draw are as follows:

1. There is a significant influence between Emotional Intelligence and Pedagogical Competence individually on the performance of Muhammadiyah Parepare Junior High School teachers.
2. There is a significant influence between Emotional Intelligence and Pedagogical Competence together on the performance of Muhammadiyah Parepare Junior High School teachers.
3. The Emotional Intelligence variable has the most dominant influence on the performance of Muhammadiyah Parepare Junior High School teachers.

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