



THE INFLUENCE OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY ON ORGANIZATIONAL CULTURE AND ITS IMPACT ON TEACHER PERFORMANCE IN PUBLIC SENIOR HIGH SCHOOLS IN PESANGGRAHAN AND KEBAYORAN DISTRICTS

Marlia Yusdarti¹, Irfan Noviandy Aulia²

¹) Master of Management in Mercu Buana University, Jakarta, Indonesia, marliyayusdarti03@gmail.com

²) Lecturer of Postgraduate in Mercu Buana University, Jakarta, Indonesia, irfan.noviandy@mercubuana.ac.id

Corresponding Author: First Author

Abstract: *The purpose of this research is to know and analyze the influence of emotional intelligence and self-efficacy on organizational culture and its impact on teachers performance. The research method in this study is a quantitative method that used type of expansive research. The population in this study was honorer teachers or KKI of 7 Public Senior High Schools in Pesanggrahan and Kebayoran Lama sub-districts totaly 54 people. The sample determination method in the study uses non-probability sampling with sample determination using the entire population. The data analysis method used in this study is Multiple Linear Regression using the help of statistical product for service solution (SPSS) program version 25. Previously, instrument validity testing was conducted using Pearson Product Moment Correlation and reliability test was conducted. The results showed that emotional intellegence and self-efficacy had a positive and significant effect on the organization's culture and teacher performance.*

Keywords: *Emotional Intelligence, Self-Efficacy, Performance, Organizational Culture*

INTRODUCTION

Teachers as educators have an important position in influencing the implementation of learning. According to the act of teacher and lecturer No. 14 of 2005, teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early childhood education in formal education, primary education, and secondary education.

Teacher performance in schools plays an important role in achieving school goals. Teacher performance issues are often highlighted by various parties, the performance of these teachers will be felt by students or parents of students. To find out how teachers perform in the education unit, every year, performance evaluation is always carried out in the form of Employee Performance Goals (SKP) and with Teacher Performance Assessment (PKG). Through this performance evaluation and assessment will be illustrated how teacher performance and evaluations need to be done in order for deficiencies in performance can be improved.

Table 1. Evaluation of Performance of Honorary Teacher of Public Senior High School in Pesanggrahan and Kebayoran Lama Subdistricts

No	School Name	Average Value Per Year	
		2018	2019
1	Public Senior High School 32 Jakarta	82,14	83,92
2	Public Senior High School 63 Jakarta	86,58	87,83
3	Public Senior High School 74 Jakarta	86,42	87,14
4	Public Senior High School 86 Jakarta	86,00	87,50
5	Public Senior High School 87 Jakarta	87,50	86,33
6	Public Senior High School 90 Jakarta	90,07	90,18
7	Public Senior High School 108 Jakarta	87,50	83,93

Based on the data, it is known that over the last two years the performance of KKI honorary teachers in Public Senior High School in South Jakarta Pesanggrahan and Kebayoran Lama subdistricts has not been 100% realized. Further data shows these values based on indicators of performance evaluation of honorary teachers are as follows:

Table 2. KKI Honorer Teacher Performance Evaluation Indicators

No	Performance Factors	Statement	Percentage	Description
1	Cooperation	Willing to help coworker without being asked	92,38	Very Good
2	Discipline	Not stalling in providing services	86,67	Good
3	Organizational Culture	Making people served a priority in excellent service	80,00	Enough
4	Emotional Intelligence	Be calm when serving complaints from the person served	76,19	Enough
5	OCB	Dare to reprimand colleagues who make mistakes	90,48	Very Good
6	Commitment	Dare to accept the consequences for mistakes made	89,52	Good
7	OCB	Dare to enforce the rules even in difficult situations	91,43	Very Good
8	Emotional Intelligence	Can take suggestions and enter from others	79,05	Enough
9	Self-Efficacy	Completing the work he is responsible for	80,95	Good
10	Self-Efficacy	Willing to search for information for smooth completion of tasks	78,10	Enough
11	Outstanding Needs	Persistent in achieving a set target	89,52	Good
12	Organizational Culture	Works in accordance with applicable procedures and rules	80,95	Good
13	OCB	Maintaining the facilities and infrastructure of work owned by the Provincial Government of DKI Jakarta	97,14	Very Good
14	Outstanding Needs	Have personal performance targets	89,52	Good
15	Discipline	Use rest hours effectively and return to the office just in time	98,10	Very Good

The teacher's performance is not only seen by his perfect working ability, his competence, but also his ability to master and manage himself as well as the ability to foster relationships with others. Various studies have proven this, that emotions have an influence in the workplace, and can affect overall environmental performance, both positive and negative. Some of the impacts resulting from the teacher's inability to manage emotions include lack of understanding and lack of care for the problem that faced by students, so often take the action of monitoring the problem of students. Not more over that, the inability to manage emotions has an impact on the appearance of verbal or non-verbal violence and this is a challenge for teachers in today's modern era, faced with changing times and rapid technological advances. So emotional intelligence is needed for an educator in carrying out teaching and learning activities in the classroom.

Based on Goleman's research results in Wirawan (2018:18) concluded that "Performance Achievement is determined only 20 percent by IQ, while another 80 percent is determined by emotional intelligence and other factors". Some studies also state that emotional intelligence has an influence on organizational culture. Wardhani & Sagala (2015) stated that organizational culture is a social phenomenon caused by interaction between organizations and individuals. In this situation, the importance of emotional intelligence is presented to enable the organization to form an organizational culture because emotional intelligence *is a framework in the formation of organizational cultural balance in achieving organizational goals*. Kusworo et al (2015) revealed in the results of his research that organizational culture can also improve the performance of educators.

In a school, teacher performance has an important role to play in achieving school goals, as teachers are the spearhead of school progress, so it is not surprising that research on teachers continues to evolve, especially with regard to how to improve teacher performance. In addition to being influenced by emotional intelligence, it is also important for a teacher to have self-efficacy. Bandura in Robbins & Judge (2015:139) states self-efficacy is an individual's belief that he is capable of carrying out his duties. The high self-efficacy of a person, will motivate the individual cognitively to act appropriately and targeted so as to also impact his performance.

The problem of teacher self-efficacy can also be seen from the level of confidence and punctuality in completing the task as targeted. Teachers who are not confident tend to hesitate in acting in the classroom so that it can cause the learning process of teaching and the achievement of students to be not maximal. This lack of confidence is part of a lack of self-efficacy. Other studies show that in addition to influencing performance, good self-efficacy will affect the culture of the organization.

According to Riani (2011:109) organizational culture is also an invisible force that influences the thinking, perception and actions of human beings working within the company, who determine and expect how they work daily and make them happier in carrying out their duties. Febriantina et al. (2019) that there is a positive influence between the culture of the organization and the performance of teachers. Organizational culture is one of the factors that affects performance. The culture of the organization is a hallmark of a company that includes a set of trust values that help employees to know what actions can or should not be taken that relate to formal and informal structures in the corporate environment. The culture of the organization in the school is characteristic of a school that distinguishes it from other schools.

In addition to these factors, pre-survey data shows there are several other factors that influence teacher performance. Pre-surveys are conducted by providing questionnaires or

questionnaires using negative statements and using likert scales. The results can be seen in the following table 3.

Table 3. Data Pre-survey Factors That Affect Performance

No	Factors	Total Score	Percentage (%)
1.	Self-Efficacy	226	75,33
2.	Organizational Culture	212	70,67
3.	Emotional Intelligence	192	64,00
4.	Employee empowerment	182	59,33
5.	Turnover intention	174	58,00
6.	Work Stress	170	56,67
7.	OCB (<i>Organizational Citizenship Behavior</i>)	168	56,00
8.	<i>Work-family conflict</i>	166	55,33
9.	Leadership Style	154	51,33
10.	Organizational commitment	136	45,33
11.	Job satisfaction	106	35,33
12.	Work Discipline	94	31,33
13.	Organizational justice	94	31,33
14.	Need for achievement)	90	30,00
15.	Competence	80	26,67

Based on pre-survey data obtained by researchers found phenomena in pre-survey data related to self-efficacy variables, organizational culture and emotional intelligence had a high percentage compared to other variables affecting performance of 75.33% for self-efficacy variables, 70.67% for organizational cultural variables and 64.00% for emotional intelligence variables. Thus, based on the results of the pre-survey conducted, it showed that the self-efficacy, organizational culture and emotional intelligence of KKI teachers in Pesanggrahan and Kebayoran Lama sub-districts are still not optimal so it will impact the performance of the teacher in the school.

LITERATURE REVIEW

Performance

Wirawan (2017:790) explains that performance stands for kinetic work energy derived from *English performance*, is the output generated by the functions or dimensions of the work or profession carried out by human resources or employees within a certain time. Torang (2013: 74) states that performance is the *quantity* and or quality of the work of individuals or groups within the organization in carrying out basic duties and functions that are guided by the norms, operational standards of procedures, criteria and measures that have been established or applicable in the organization.

Mangkunegara in Wukir (2013:97) states that employee performance (work performance) is the result of the quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Quality and quantity developed several, namely; Quality consists of quality of working, punctuality and ability to working and evaluation and Quantity consisting of working process, timeline and number of errors as well as type of jobs.

Based on the definition of performance, the author stipulates the theory put forward by Wirawan (2017:790) that *performance is the output produced* by the functions or dimensions of working or profession carried out by human resources or employees within a certain period of time. The dimensions used in this study are according to the theory put forward by

Wirawan (2017:791) which grouped the performance dimensions into three types, namely: (a) Work results, (b) Work behavior dan (c) Personality traits related to profesion.

Emotional Intelligence

Every job not only requires physical and mental energy but also requires *emotional labor*. According to Robbins & Judge (2015:67) a worker's emotions are a situation where a worker displays the emotions the organization wants during interpersonal transactions at work.

Goleman (1996) in Wirawan (2017: 16) emotional intelligence is one's ability to monitor the feelings and emotions of one's own and others to distinguish them from each other and use that information to guide thought and action. Robbins & Judge (2015:70) emotional intelligence is the ability to detect and manage clues and emotional information. This emotional intelligence can be used by a person to assess emotions within themselves and others, understand the meaning of emotions and regulate one's emotions regularly.

Based on these exposures, the authors point out that emotional intelligence is one's ability to monitor the feelings and emotions of one self and others to distinguish them from each other and use that information to guide thought and action, in line with the theory presented by Goleman (1996) in Wirawan (2017:18). The dimensions that will be used in this study are (a) Recognizing self emotions (*Self-awareness*), (b) Managing emotions (*Self-regulation*), (c) Self motivation (*Motivation*), (d) Recognizing Other People's Emotions (*Empathy*), and (e) Building relationships (*Social skills*).

Self-Efficacy

Robbins & Judge (2015:139) that *self efficacy* is an individual's confidence in the ability to achieve the desired goal, perform a task, achieve a goal and overcome obstacles to achieve an outcome in certain situations. According to Jameson & Jaggernauth (2015: 5) self-efficacy is a construction used in education to explain the beliefs of regulating and carrying out the actions necessary to manage prospective situations. Research on self-efficacy shows that someone with high self-efficacy is able to display their self-confidence that they can complete a given task, even if initially seeming insurmountable can be resolved. Awisol (2009:344) efficacy is a perception of how well one self can function in certain situations. Self-efficacy is related to the belief that one has the ability to act as expected.

Robbins & Judge (2015:139) states, the higher the efficacy of one person, then one will feel more confident in his success in carrying out the task. In difficult situations, someone with low self-efficacy is more likely to reduce their efforts compared to someone with high self-efficacy who will try harder to master the challenge. Further self-efficacy can create a positive spiral, thus improving performance. A person with high self-efficacy will respond to negative feedback by increasing effort and motivation.

From some of the definitions stated above, it can be suggested based on Jameson & Jaggernauth's theory (2015) that self-efficacy is a construction used in education to explain the beliefs of regulating and carrying out the actions necessary to manage prospective situations. The dimensions that will be used in this study are the development carried out in Jameson & Jaggernauth research (2015), namely: (a) Teacher efficacy for classroom management, (b) Teacher efficacy for instructional strategies and (c) Teacher efficacy for student engagement.

Organizational Culture

Robbin & Judge (2015:355) states the culture of the organization is a system of sharing the meaning carried out by members that distinguishes the organization from other organizations which is a habit that continues to be done over and over again and *becomes value* and lifestyle by a group of individuals in the organization followed by the next individual.

According to Robbins & Coulter (2015:112) organizational culture is an overview of values, principles, traditions, and ways of doing things that affect the way members of the organization act and that set them apart from other organizations.

The authors used 7 dimensions expressed by Robbins & Coulter (2015:112) namely: (a) innovation and risk-taking, (b) attention to detail, (c) orientation of results (d) orientation to individuals, (e) team orientation, (f) aggressiveness, and (g) stability.

Conceptual Framework

Based library study that has been described, writer develops conceptual framework as in the following:

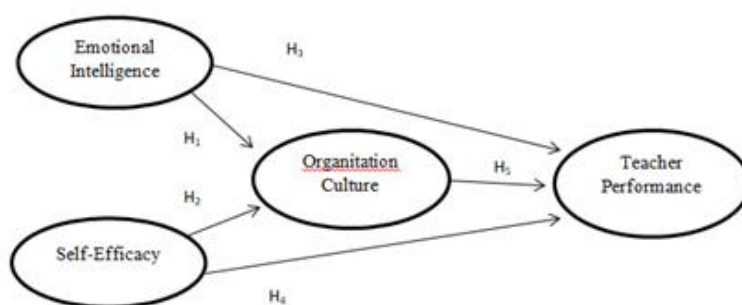


Figure 1. Conceptual Framework

HYPOTHESIS

Based on deductive reasoning, the relationship between the theoretical framework, the thought framework and the phenomena that the writer wants to adopt in this research is formulated through the following hypothesis:

H1 : Emotional Intelligence has an influence on Organizational Culture

H2 : Self-Efficacy has an influence on Organizational Culture

H3 : Emotional Intelligence has an influence on Teacher Performance

H4 : Self-Efficacy has an influence on Teacher Performance

H5 : Organizational Culture has an influence on Teacher Performance

RESEARCH METHODS

Population and Sample Research

The population in this study is the Honorary Teacher (KKI) Public Senior High School which comes from seven schools of State in the District of Kebayoran Lama and the District Pesanggarahan number of 54 people. In this study the researcher use the method of sampling *non-probability sampling* using sampling design is saturated (*saturation*

sampling). Researcher took data from all available populations on the grounds that the population in this study was included in the small population category.

Mechanical Collection Data

The source data on this research is use data primer, which obtained from the results of the deployment questionnaire. While secondary data in research is obtained by studying books reference and a number other literature. Questionnaires used in research this is closed (*closed-ended*) where questions given to respondents already in - choice answers.

Method Data Analysis

Instrument Test

a) Validity Test

The validity test is used to measure the level of reliability or validity of a measuring instrument, in this case the statement on the questionnaire used. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal technique something that will be measured by the questionnaire. (Ghozali, 2018: 49). In this study, to test the validity of the questionnaire used *Pearson Product Moment Correlation*. The validity test is done by comparing the calculated r -value with the r -table value for degree of freedom (df) = $n-2$ with an alpha of 0.05 . If r_{count} is greater than r_{table} and the value of r is positive, then the item or question is said to be valid.

b) Reliability Test

According to Ghozali (2018: 89), reliability testing is a tool for measuring a questionnaire which is an indicator of a variable or construct. Reliability test aims to determine how reliable or trustworthy a measuring instrument is. Reliability test uses *Reliability Analysis Statistic* with *Cronbach Alpha* (α). If the *Cronbach Alpha* value is > 0.60 , it can be said that the variable is reliable.

Classic assumption test

a) Normality Test

The normality test aims to test whether in the regression model, the independent variable and the dependent variable both have a normal distribution or not. The normality test used in this study is to use s graph analysis . A good regression model is to have a normal or near normal distribution.

b) Linearity Test

Linearity testing is carried out to determine whether there is a linear relationship between the independent variables and the dependent variable. The criterion used to express the linearity of the regression line is to use the value of the significance coefficient of Deviation from Linearity and compare it to the selected alpha value of 0.05. If the $F_{calculated}$ value is smaller than the $F_{table\ value}$ at the 5% significance level, there is a linearity relationship between the independent variables and the dependent variable.

c) Heteroscedasticity Test

The purpose of this test is to test the regression model that occurs whether it has an inequality of variants from the residuals of one observation to other observations. By using the SPSS scatterplot graph, if it shows that the dots are spreading and do not form a certain pattern, it can be concluded that there is no heteroscedasticity.

d) Multicollinearity Test

The multicollinearity test is a measure to determine whether or not there is a correlation between the independent variables in the regression model. Symptoms of

multicollinearity can be seen from the Variance Inflation Factor (VIF) value. A low tolerance value is the same as a high VIF value ($VIF = 1 / \text{tolerance}$). With a tolerance value < 0.1 or equal to the VIF value > 10 , it can be concluded that multicollinearity does not occur.

Model Accuracy Test

a) The coefficient of determination (R^2)

The coefficient of determination test in multiple linear regression is used to measure the amount of the contribution of several variables X (X_1, X_2, X_3) to the fluctuation (variation in change) of variable Y . This coefficient shows how much the percentage of variation in the independent variables used in the model is capable explain the variation in the dependent variable.

b) Simultaneous Test (Test F)

The F test or also called the simultaneous test is used to test the effect of the independent variables together (simultaneously) on the dependent variable. The results of the F test on the SPSS output can be seen in the ANOVA table. Testing simultaneous in this study using a significance level 0,05. The interpretation of the value of F can be stated as follows:

- 1) If $F_{\text{count}} < F_{\text{table}}$, then the independent variable is simultaneously declared as having no influence on the dependent variable.
- 2) If $F_{\text{count}} > F_{\text{table}}$, then the independent variable is simultaneously declared to have an influence on the dependent variable.
- 3) If the resulting significance value < 0.05 , the level of influence is declared strong or significant.
- 4) If the resulting significance value is > 0.05 , the level of influence is declared insignificant or insignificant.

Hypothesis test

Partial Regression Test (-t Test)

To see the significance of the hypothesis, the researcher used the t-test in this study. According to Sekaran (2017: 13) the t-test can be used to test for differences in the same group before and after treatment. The measure of the significance of hypothesis support can be used to compare the value of *t-table* and *t-statistic*. In this study, the authors used a confidence level of 95% ($\alpha 0,05$), the *t-table value* for the *two-tailed* hypothesis was 1.96 (Hair et.al., 2014).

RESEARCH RESULTS AND DISCUSSION

Characteristics of Respondents

Based on the respondents answers, data on characteristics were obtained based on gender, age, latest education, and years of service. The characteristics of the respondents can be described in Table 4 below:

Table 4. Characteristics of Respondents

Respondent Characteristics	Parameter	Number of people)	Percentage
Based on Gender	Male	23	47
	Women	31	53

Total		54	100
Based on Age	> 20-30 years	6	11
	> 30-40 years	35	65
	> 40 years	13	24
Total		54	100
Based on the Service Period	0-3 years	5	9
	3-5 years	12	22
	> 5 years	37	69
Total		54	100
Based on Recent Education	Diploma	0	0
	Bachelor	47	87
	Masters	7	13
Total		54	100

Instrument Test Results

Table 5. Instrument Validity Test Results

Variables / Dimensions	r _{count}	r _{table}	Ket
Kecerdasan Emotional (X₁)			
Recognizing Self Emotions	0,734	0.273	Valid
Managing Emotions	0,720	0.273	Valid
Motivate Yourself	0.717	0.273	Valid
Recognizing Other People's Emotions	0,718	0.273	Valid
Building Relationships	0,769	0.273	Valid
Self Efficacy (X₂)			
Teacher efficacy for classroom management	0,772	0.273	Valid
Teacher success for teaching strategies	0,701	0.273	Valid
The success of the teacher for the involvement of students	0,807	0.273	Valid
Organizational Culture (Y₁)			
Innovation and taking risks	0,607	0.273	Valid
Attention to detail	0,748	0.273	Valid
Result orientation	0,777	0.273	Valid
Orientation to individuals	0.692	0.273	Valid
Team orientation	0.691	0.273	Valid
Aggressiveness	0,598	0.273	Valid
Stability	0,434	0.273	Valid
Teacher Performance (Y₂)			
Work result	0,739	0.273	Valid
Work Behavior	0,818	0.273	Valid
Personal traits that have to do with work	0,771	0.273	Valid

Table 6. Reliability Test Results

Questionnaire	Cronbach's Alpha Count	Reliable Limits	Reliability
X ₁ = Emotional Intelligence	0,779	0.60	Reliable
X ₂ = Self Efficacy	0,631	0.60	Reliable
Z = Organizational Culture	0,771	0.60	Reliable
Y = Performance	0,644	0.60	Reliable

Classical Assumption Test Results

Equation model

Equation Model

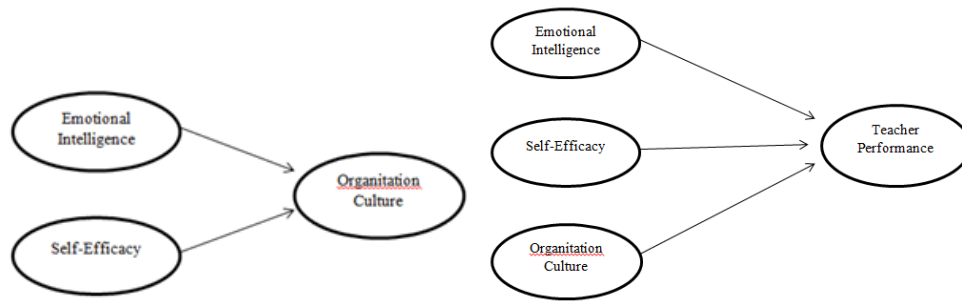


Figure 2. Models of Equations 1 and 2

Normality Test

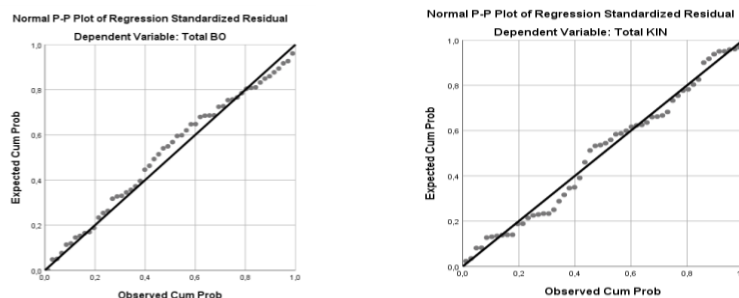


Figure 3 . Normal P-Plot Graph Model Equations 1 and 2

Table 7. Normality Test Results

	Equation Model 1	Equation Model 2
Statistical Test	0.0 78	0.0 89
Asymp. Sig. (2-tailed)	0.200	0.200

Based on the normal graph on the second PP Plot equation shows that the dissemination of following data the normal line (straight line) and the same thing even then shown in Table 7. The test *Kolmogorov Smirnov* showed that the data are normally distributed the sig $0.200 > 0.05$. Thus it can be concluded that the data residuals are normally distributed and the regression model meets the normality assumption.

Linearity Test

Table 8. Linearity Test Results

	Ftable	Deviation from Linearity F count	Sig.
Organizational Culture and Emotional Intelligence	1.93	1,195	0.318
Organizational Culture and Self Efficacy	2.03	1,515	0.163
Teacher Performance and Emotional Intelligence	1.93	1,008	0.471
Teacher Performance and Self Efficacy	2.03	1,328	0.244
Teacher Performance and Organizational Culture	1.91	1,661	0.098

Multicollinearity Test

The multicollinearity test results can be seen in Table 9 below:

Table 9. Multicollinearity Test Results

Model	Equation 1		Equation 2	
	Tolerance	VIF	Tolerance	VIF
Emotional Intelligence	0.930	1,075	0.488	2,049
Self Efficacy	0.930	1,075	0.859	1,164
Organizational culture			0.451	2,219

Heteroscedasticity Test

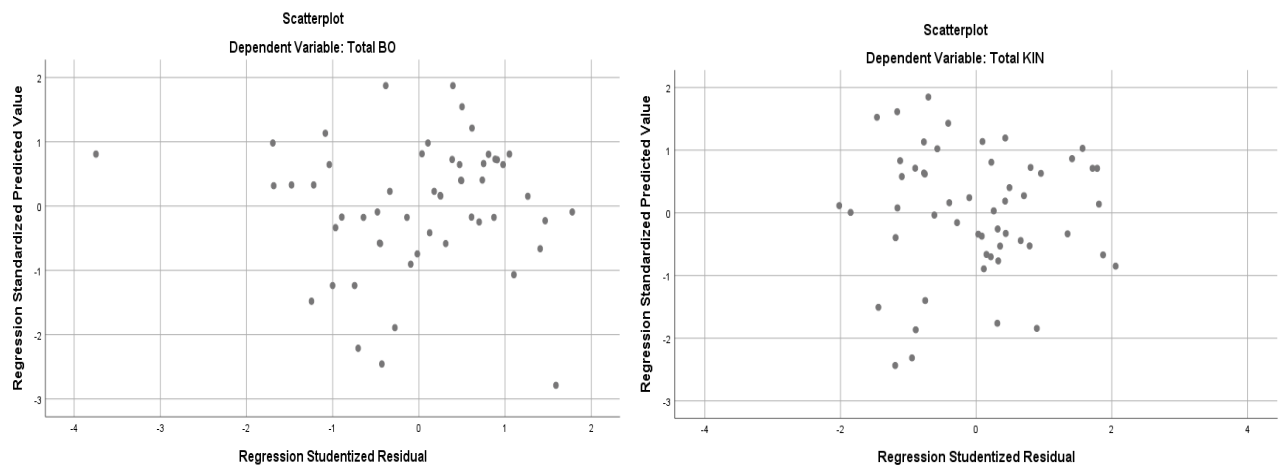


Figure 4 . Test Results heterokedastisitas Model Equations 1 and 2

Model Accuracy Test

Determination Coefficient Test

Table 10. Test Results of the coefficient of determination and significance

Variable	Analysis 1		Analysis 2	
	Regression Coefficient	Sig.	Regression Coefficient	Sig.
F_{count}	31,089	0,000	49,124	0,000
R^2	0.549		0.747	

Based on the coefficient of determination R Square (R^2) in the first analysis, it is known that the value of R^2 of 0,549 or 54,9 %. This shows that the percentage contribution of independent variables (EQ and Efficacy of Self) on the dependent variable Cultural Organization (Y 1) by 54,9 %, while the remaining 45,1 % is influenced by other variables

not included in this study. While in the second analysis obtained the value of R^2 of 0,747 or 74,7%. This shows that the percentage contribution of the influence of the independent variable (EQ, Efficacy of Self and Culture Organization) on the dependent variable Teacher Performance (Y_2) amounted to 74,7%, while the remaining 25,3% is influenced by other variables not included in this study.

Simultaneous Significance Test (Test F)

a. Analysis 1

Based on Table 10. The obtained right value F_{count} amounted to 31,089 in the column Sig is a significant probability value of 0.0 or 00. F_{table} obtained from determining df numerator and denominator by the formula numerator df $k - 1$ or the number of variables minus 1 then obtained $3 - 1 = 2$ and df denominator $n - k$ or the number of samples minus the number of variables obtained $54 - 3 = 51$, then the F_{table} is 3,18. The calculation of the results of the analysis is $F_{\text{count}} 31,089 > F_{\text{table}} 3,18$ and a significance level of $0.000 < 0.05$ means that H_0 is rejected and H_a is accepted. Thus it can be concluded that emotional intelligence and self-efficacy simultaneously have a significant effect on organizational culture.

b. Analysis 2

Value $F_{\text{is calculated}}$ in Table 10 of 49,124 at column Sig is a significant probability value of 0.0 or 00. F_{table} obtained from 4-1 denominator df = 3 and $n - k$ or the number of samples acquired minus the number of variables $54 - 4 = 50$, then F_{table} is 2,79. The calculation results of the analysis are $F_{\text{count}} 49,124 > F_{\text{table}} 2,79$ and the significance level of $0.000 < 0.05$ means that H_0 is rejected and H_a is accepted. Thus it can be concluded that emotional intelligence, self-efficacy and organizational culture simultaneously have a significant effect on teacher performance.

Hypothesis Test (t test)

Table 11. The results of testing the influence of emotional intelligence and self-efficacy on organizational culture as well as its impact on teacher performance

Variable	Analysis 1			Analysis 2		
	Regression Coefficient	t	Sig.	Regression Coefficient	t	Sig.
Constant	5,067		0,476	8,478		0,048
Emotional Intelligence	0,715	6,797	0,000	0,252	2,937	0,005
Self E fication	0,349	2,059	0,045	0,228	2,188	0,033
Organizational culture				0,426	5,157	0,000

Inter-Dimensional Correlation Analysis

1. Model 1

Dimensional analysis is used to determine the strength of the relationship between the dimensions of the independent variable and the dependent variable, for that we need a dimensional correlation matrix between variables which can be seen in Table 12.

Table 12. Dimensional Correlation Matrix Between Research Variables (Model 1)

Variable	Dimensions	Organizational culture						
		Innovation and taking risks	Attention to detail	Result orientation	Orientation to individuals	Team orientation	Aggressiveness	Stability
Emotional Intelligence (X1)	Recognizing Self Emotions	0,398	0,491	0,491	0,451	0,519	0,472	0,295
	Managing Emotions	-0.023	0.183	0,270	0.187	0.104	0,750	0,536
	Motivate Yourself	0.182	0.186	0,281	0,542	0.179	0,298	0,432
	Recognizing Other People's Emotions	0.231	0.262	0,379	0.231	0,279	0,573	0,297
	Building Relationships	0,410	0,393	0,422	0,498	0.184	0,299	0,559
Self Efficacy (X2)	Teacher efficacy for classroom management	0.185	0.016	0.031	0,375	0.255	0.179	0.204
	Teacher success for teaching strategies	0,319	-0.006	-0.079	0.156	0.143	-0.053	0.242
	The success of the teacher for the involvement of students	0.264	0.261	0,347	0,311	0,352	0.200	0.070

2. Model 2

Table 13. Dimensional Correlation Matrix Between Research Variables (Model 2)

Variable	Dimensions	Teacher Performance		
		Work result	Work Behavior	Personal traits that have to do with work
Emotional Intelligence (X1)	Recognizing Self Emotions	0.695	0.634	0.450
	Managing Emotions	0.386	0.503	0.098
	Motivate Yourself	0.263	0.407	0.366
	Recognizing Other People's Emotions	0.317	0.602	0.322
	Building Relationships	0.405	0.626	0.330
Self Efficacy (X2)	Teacher efficacy for classroom management	0.074	0.291	0.429
	Teacher success for teaching strategies	0.095	0.183	0.465
	The success of the teacher for the involvement of students	0.209	0.416	0.116
Organizational Culture (Z)	Innovation and taking risks	0.378	0.329	0.713
	Attention to detail	0.645	0.347	0.340
	Result orientation	0.652	0.586	0.100
	Orientation to individuals	0.514	0.440	0.324
	Team orientation	0.472	0.533	0.237
	Aggressiveness	0.537	0.683	0.085
	Stability	0.313	0.632	0.256

DISCUSSION

The Effect of Emotional Intelligence on Organizational Culture (Hypothesis 1)

Based on the hypothesis test (Uji t) conducted by researcher using analysis tools in the form of SPSS version 25, it states that emotional intelligence has a partial and significant effect on organizational culture. This means that the first hypothesis is accepted. This means that if there is an increase in emotional intelligence possessed by the teacher, it will encourage an increase in organizational culture. Therefore emotional intelligence plays a very important role in improving organizational culture.

This is consistent with the results of research conducted by Ugoani (2015) which found a strong and positive relationship between emotional intelligence and organizational cultural balance. Emotional intelligence helps organizational leaders to foster an organizational culture that results in organizational citizenship (OCB) behavior. In addition, these findings also support research conducted by Wardani & Sagala (2016), which found that there is a significant influence between emotional intelligence on organizational culture .

The Effect of Self-Efficacy on Organizational Culture (Hypothesis 2)

This study shows that self-efficacy has a positive and significant effect on organizational culture , so that the second hypothesis is accepted which states that self-efficacy has a significant partial effect on organizational culture. This means that every time there is an increase in the efficacy of the teacher, it will improve the organizational culture of teachers in schools.

Self efficacy is basically the result of cognitive processes such as decision, belief, or expectation concerning the extent to which the individual expects teacher skills in performing certain tasks or actions, which are necessary to achieve the desired results . People with self-efficacy believes that they are capable of doing something to change the events around them and will try harder to overcome the challenges at hand. According to Bandura (1997: 3) self-efficacy which refers to beliefs about a person's ability to organize and carry out actions for the achievement of results. This shows evidence that feelings of self-efficacy play a very important role in improving organizational culture in relation to the achievement of certain goals.

Thus it can be concluded that the higher the self - efficacy , the higher the organizational culture . Based on the test results, it is known that self-efficacy has a positive and significant effect on organizational culture . This study supports previous studies such as research conducted by Wenberg et al. (2013), found that self-efficacy had a significant effect on organizational culture .

The Effect of Emotional Intelligence on Teacher Performance (Hypothesis 3)

The results showed that emotional intelligence partially has a positive and significant effect on teacher performance development , so that the third hypothesis is accepted. This means that if there is an increase in the emotional intelligence of the teacher, it will also improve the teacher's performance. According to Mulyasa (2011:161) states that teachers not only use skills and abilities in carrying out their performance with the intellectual abilities they acquire in teacher education, but also emotional abilities possessed by teachers . In other words, a teacher's emotional intelligence plays an important role in improving her performance in teaching and interacting with all school components .

Thus it can be concluded that the better the emotional intelligence of the teachers, the better the teacher's performance . This study supports previous research such as research conducted by Asrar-ul-Haq et al. (2017), found that there is a positive and significant

influence between emotional intelligence on teacher performance and the results of research by Mohamad & Jais (2015), the results of their research, there is a significant influence between emotional intelligence on work performance .

The Effect of Self-Efficacy on Teacher Performance (Hypothesis 4)

Based on the research results, it shows that self- efficacy has a positive and significant effect on the performance of KKI teachers in Public Senior High School, so the fourth hypothesis is also accepted. *Self-efficacy* , or self-efficacy is the belief someone on the ability of its own to successfully play a role in how we think, how someone acts, and how someone feels about their working atmosphere, also determine what goals they want in choose to pursue, how to reach these goals and how to reflect on your own performance. Trust is a belief from an individual that is shown in what he said or did. Trust can explain how an individual assesses (evaluates) an event which will then be conveyed through his actions so that he can improve his performance in doing a job. According to Awisol (2009: 344) efficacy is the perception of how well the self can function in certain situations . Furthermore, it is stated that self-efficacy can create a positive spiral, thus increasing performance. Someone with high self-efficacy will respond to negative feedback by increasing effort and motivation so that it will increase their performance at work.

Thus it can be said that the better teacher's self-efficacy, then the better the teacher's performance of the teachers are. This is in line with research conducted by Hadad & Taleb (201 5) found that proved *the cell f efficacy* significant impact on performance . And the same thing was found in the research of Jameson & Jaggernaut (201 5) with the results of their research that self-efficacy had a positive and significant effect on performance.

Effect of Organizational Culture on Teacher Performance (Hypothesis 5)

Based on the results of the t test, it is known that organizational culture has a positive and significant effect on teacher performance . So it can be stated that the fifth hypothesis is accepted. That is, the better the culture of the organization will contribute to rise teacher performance .

Organizational culture is one of the opportunities to develop human resources through changes in attitudes and behavioral aspects are expected to be able to adjust to the challenges that are running and that will come in the future. Organizational culture is a Keku a tan socially invisible, which can move people in an organization to perform work activities. According to Wibowo (2016: 16) states that organizational culture is a pattern of human activity that is systematically passed down from generation to generation through various learning processes to create certain ways of life that are best suited to their environment. In a company with a strong organizational culture, shared values are deeply understood, embraced and fought for by most of the members of the organization. A strong and positive culture is very influential on the behavior and effectiveness of company performance.

The findings in this study are supported by research conducted by Kusworo et al. (201 5) found that it is proven that the stronger organizational culture will increase performance , and research conducted by Mauludin (201 8) with the results of his research is that organizational culture has a positive and significant effect on employee performance.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the analysis and discussion previously described, it can be concluded that emotional intelligence has a positive and significant influence on organizational culture and teacher performance, likewise self-efficacy has a positive and significant impact on organizational culture and teacher performance, and culture. organization has a positive and significant influence on teacher performance.

Suggestion

For the School

1. To maintain and improve the emotional intelligence of teachers, the school is expected to be able to involve teachers in taking psychological training so that teachers can control and reduce negative emotions when facing students who do not pay attention to teacher explanations during the learning process so that the organizational culture that is formed will be better.
2. To increase the efficacy of teachers, the school is expected to be more intensive in providing guidance to KKI teachers and to provide rewards for the efforts and performance of teachers so that it can improve the quality of learning which can automatically improve teacher performance.
3. Schools need to make benchmarks for individual performance by including emotional intelligence components and values that become school culture into performance appraisals, so that KKI teachers become more motivated to improve their emotional intelligence in daily life, as well as pay attention to the values applied as an organizational culture.
4. The headmaster should send teachers in to seminars and training of *time management* to assist teachers in improving the efficacy of itself, because it can help teachers to complete the task in a timely manner and provide a major influence on the success that teachers IMC motivated to complete its duties in a timely manner.
5. To improve the organizational culture of teachers, the school is expected to provide rewards for teacher achievement so that it can make KKI teachers proud of their work, can increase a strong personal commitment to school progress and for the improvement of teacher performance expected by the school.

For Further Researchers

1. For further researchers, they can add other variables that are considered to affect teacher performance.
2. Further research can also increase the number of samples by conducting research in one area or municipality.

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