

# The Importance of Commitment as a Mediator: The Impact of Emotional Intelligence and Work Motivation on Teacher Performance

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## Abstract

This research was conducted to find out things that influence teacher performance. The research aims to analyze the influence of emotional intelligence variables and work motivation variables on teacher performance variables with commitment as a mediating variable in elementary schools. The type of research used in this research is quantitative research. The population and sample in this study were elementary schools, totaling 65 respondents. The results of the research show that Emotional Intelligence has a positive and significant influence on Teacher Performance, Work Motivation has a negative and insignificant influence on Teacher Performance, Emotional Intelligence has a positive and significant influence on Commitment, Work Motivation has a positive and significant influence on Commitment, Commitment has an influence significant influence on Teacher Performance, emotional intelligence has a significant influence on Teacher Performance through Organizational Commitment, and work motivation has an influence on Teacher Performance through Commitment. From the research results, the emotional intelligence of elementary school teachers must remain good and even continue to be improved in order to achieve better teacher performance. It is hoped that teachers in elementary schools will be able to turn existing difficulties into inspiration or new sources of learning in the classroom and it is hoped that there will be teacher training to recognize the emotional intelligence that exists in teachers, which can make it easier to organize teaching and learning activities, teachers should motivate and maintaining commitment in working with the aim of achieving maximum teacher performance.

**Keywords:** *Emotional Intelligence, Work Motivation, Teacher Performance, Commitment*

## Introduction

The world has entered the era of industrial revolution 4.0 and society 5.0. All aspects of human life are almost completely dependent on the internet and digital technology. This era has influenced many aspects of life in the fields of economics, politics, culture, art, and even the world of education. This means that education in Indonesia is facing new challenges. Education and learning in schools are closely related to the era of globalization. In order to move towards the era of globalization, Indonesian society is expected to carry out reforms in the world of education so that it can advance the world of education. The relationship between the world of education and society 5.0. is that the world of education is required to follow rapidly developing technological developments and utilize information and communication technology as more and more sophisticated facilities to expedite the learning process (Parwati et al., 2021).

Based on data released by Worldtop20.org, Indonesia's education ranking in 2023 is 67th out of 209 countries in the world. Statistical data collected comes from 6 international organizations. These organizations are the OECD (the Organization for Economic Co-Operation and Development) which is an international organization that accepts the principle of representative democracy, PISA (Program or International Student Assessment) which is a

study to evaluate the education system, UNESCO (the United Nations Educational, Scientific and Cultural Organization) is an international organization that operates in the fields of education, science and culture., EIU (Economist Intelligence Unit) is a business wing that prepares forecasts and recommendations through research and analysis, TIMSS (Trends in International Mathematics and Science Study) is an international study regarding trends or developments in mathematics and science, PIRLS (Progress in International Reading Literacy Study) is an international study of the reading literacy levels of elementary school students.

This poll was held by a non-profit organization in the education sector, namely New Jersey Minority Educational Development (Rasioo.id, 2023). Education is one of the determinants of the quality of human resources in competition in this era of globalization. If the quality of education in a country is good, the human resources formed will be good too. For this reason, as a form of national concern for education, the government of the Republic of Indonesia has paid considerable attention to the world of education to improve the quality of national education. The concrete step is to draft Law no. 20, 2003 concerning National Education Systems or Goals, in chapter II article 3 which reads:

"National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

A teacher's performance is influenced by several things, including emotional intelligence, work motivation, and commitment to the place where the teacher is assigned. This is supported by research by Sumarlin (2023) that emotional intelligence and motivation together have a positive and significant influence on teacher performance. And in research by Zainudin, et al (2023), commitment has a positive and significant influence on teacher performance. A teacher's performance is influenced by several things, including emotional intelligence, work motivation, and commitment to the place where the teacher is assigned. This is supported by research by Sumarlin (2023) that emotional intelligence and motivation together have a positive and significant influence on teacher performance. And in research by Zainudin, et al (2023), commitment has a positive and significant influence on teacher performance. When someone is able to manage their emotions in facing various challenges and problems in the workplace, it is certain that their performance will get better and increase. Research results according to Syahrudin et al., (2019) show that emotional intelligence contributes 80% of the determining factors for a person's success, while the other 20% is determined by IQ (Intelligence Quotient).

Located in the heart of Gresik City, the Elementary School (SD Mugeb) has strategic elements as the school of choice for student parents. This ideal location provides easy access. Located between 2 well-known housing complexes in the city of Gresik, namely Gresik Kota Baru (GKB) and Graha Kembangan Asri (GKA) and also the Muhammadiyah University Gresik (UMG) campus. This school, which has the motto of Noble Character and Achievement, was founded in 1995. The school is committed to maintaining and improving the quality of education and service so that it remains in the hearts of its customers. Not a few parents of students are repeat customers at this school. Currently, Mugeb Elementary School has 960 students. This is clear evidence of the trust and satisfaction of student guardians.

The performance phenomenon that occurs in elementary schools can be seen from the indicator that teacher attendance can be described as good in the 2022-2023 school year, as can be seen from the presentation graph of teacher attendance as follows:

Graph 1.1. Teacher Attendance Percentage Tapel 2022-2023

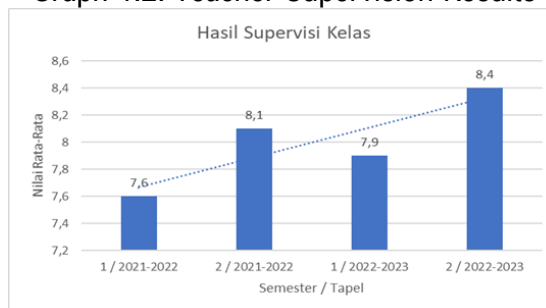


Source: School admin

Graph 1.1. Researchers can say that teacher attendance was recorded from July 2022 to June 2023, with the lowest average attendance being 96% and the highest being 98%. Reasons for not reaching 100% include teachers being sick, permission for family matters, permission for annual leave and maternity leave. A good attendance presentation has a positive impact on the continuity and performance of a school. High work morale will be able to increase school productivity and provide the best service to students and parents. This was emphasized by Rivai in states that in order to achieve good performance, discipline is very necessary because it is related to performance efficiency and the work discipline factor also contains attendance where a person must be present on time without any reason. According to research bthat the effectiveness of implementing finger print attendance has a positive and significant influence on employee performance.

Another phenomenon of teacher performance that can be captured is that the results of teacher supervision in the classroom for two years starting from the 2021-2022 academic year to the 2022-2023 academic year have been good, as in the graph below:

Graph 1.2. Teacher Supervision Results



Source: Curriculum Representative

Graphic description 1.2. namely, from two academic years starting from the first semester and the second semester in the 2021-2022 academic year until the 2022-2023 academic year there has been an increase by comparing each year per semester, the average score for semester 1 of the supervision results for the 2021-2022 academic year is 7.6 while the 2nd semester average is 8.1 and between semesters the 1st semester 2021-2022 academic year is 7.6 and the 2022-2023 academic year is 7.9, while the 2nd semester 2021-2022 academic year is 8.1 and 2022-2023 value 8.4. According toSagala is deep explains that school principal supervision is professional assistance and guidance for teachers in carrying out instructional tasks in order to improve learning and teaching by providing continuous stimulation, coordination and guidance to increase the growth of teacher positions individually and in groups. Other research sources Deep Paradise said that the implementation of academic

supervision is used to provide performance assessments to each teacher by analyzing the suitability between the learning tools created and the learning activities in the classroom. As for the research results states sThe principal's academic supervision has a positive influence on teacher performance.

One of the factors that influences teacher performance is emotional intelligence. A teacher's emotions greatly determine a teacher's performance. The following is data on teachers at elementary schools who provide counseling in 2021/2022 and 2022/2023:

Table 1.1 Elementary School Teacher Counseling Data

Gender	Amount	Amount	Percentage	Counseling	
				2021-2022	2022-2023
Man	14	21	5	4	
Woman	51	78	35	33	
Total	65	10	40	37	

Source: Head of Administration

Table Description 1.1. namely, from the two school years starting 2021-2022 to the 2022-2023 school year there are teachers, both male and female, who provide counseling regarding the problems being faced. In the 2021/2022 academic year there are 40 teachers who provide counseling. Meanwhile, in the 2022/2023 academic year there are 37 teachers who provide counseling. Based on the table above, it can be seen that around 61.5% of teachers are still conducting counseling in the 2021/2022 academic year and 56.9% of teachers are conducting counseling in the 2022/2023 academic year. So it can be said that one of the emotional intelligence factors of elementary school teachers tends to still be in the low category which will affect teacher performance. According to research by Moghtaderi et al., (2020) that emotional intelligence has a positive influence on teacher performance.

Another factor that influences teacher performance is motivation. Teacher work motivation greatly determines how a teacher carries out his profession as a teacher. The following data regarding the attendance list for elementary school teacher meetings is shown in the table:

Table 1.2 Teacher Meeting Attendance List

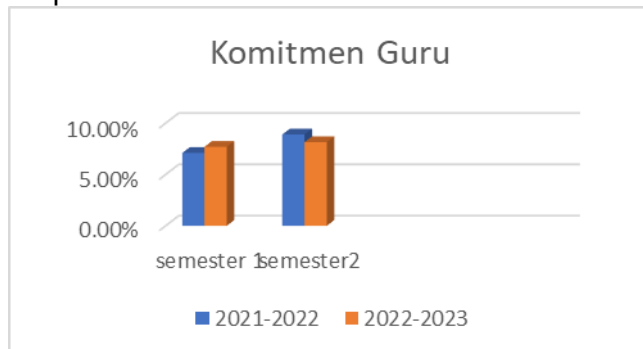
School year	Semester 1	Semester 2
2021-2022	47	33
2022-2023	34	24

Source: Head of Administration

Table Description 1.2. namely from two academic years from 2021-2022 to the 2022-2023 academic year, it states that the number of elementary school teacher attendance tends to decrease from semester 1 to semester 2 in the 2021/2022 academic year and in the 2022/2023 academic year in semester 1 and semester 2. Teachers who are less motivated will have an impact on decreasing teacher productivity or performance (Ardiana, 2017). In accordance with research result Ardiana, (2017) shows that work motivation has a positive influence on teacher performance.

The commitment factor also influences teacher performance. The phenomenon of elementary school teacher commitment is obtained from the principal's assessment once every semester through the employee-school collaboration assessment indicator, as in the diagram below:

Graph1.3. Assessment of Teacher Collaboration Commitment



Source: Deputy principal

According to figure 1.1. The assessment of teacher collaboration commitment in the 2021-2022 academic year, semester 1 obtained a score of 8.9% and semester 2 obtained a score of 7.01%. In the 2022-2023 academic year, semester 1 obtained a score of 8.15% and semester 2 obtained a score of 7.7%. From these values, according to the school's assessment, it is still in the good category for the commitment to collaboration between elementary school teachers. The reason it was not fulfilled optimally was due to the workload and decreased motivation of several teachers at SD Muhammadiyah 1 GKB. Backed by research study It was found that teacher commitment has a positive and significant influence on teacher performance. The better the teacher's commitment, the better the teacher's performance. Contrary to research conducted by It was found that commitment does not have a significant influence on performance. In Other research by that emotional intelligence and motivation have a positive and significant influence on teacher performance. And contrary to research that emotional intelligence does not have a positive and significant influence on teacher performance and research stated that motivation does not have a significant influence on performance.

## Method

Research on the influence of emotional intelligence and work motivation on teacher performance through commitment as a mediating variable at Gresik Elementary School using a quantitative approach. Sugiyono (2022 : 15); (Soelistya et al., 2023) explains that a quantitative approach is research based on positivism which aims to examine a particular population or sample. Quantitative data analysis is statistical in nature with the aim of describing and testing predetermined hypotheses. (Sugiyono, 2022 : 130). In this study, researchers determined that the target population was all Gresik Elementary School teachers, totaling 65 people. The sampling technique used in this research is non-probability sampling. The non-probability sampling method in this research uses a saturated sampling technique, a sampling technique that uses all members of the population as samples. A saturated sample is usually called a census, that is, all members of the population are used as research samples (Sugiyono, 2019: 133). Primary data in this research includes data from distributing questionnaires to respondents, where the respondents in question are Gresik Elementary School teachers. Distributing questionnaires by filling them in directly to respondents. This questionnaire will be

distributed to Gresik Elementary School teachers directly through the Gresik Elementary School Curriculum Deputy.

In a study there are variables which are the problems in the research. Sugiyono (2022: 38) explains that research variables are anything in whatever form determined by the researcher to be studied so that information about it is obtained, then conclusions are drawn. The variables in this research consist of the independent variables, namely emotional intelligence (X1) and work motivation (X2), as well as the dependent variable teacher performance (Y) and the indirect variable teacher commitment (Z).

## Results

### **Validity Test Results of Emotional Intelligence Variables**

Based on the following statement items, the results of the validity test of the emotional intelligence variable instrument are attached:

Table 4.10. Validity Test of Emotional Intelligence Instruments

Statement Items	R Count	R Table	Information
X1.1	0.824	0.248	<i>Valid</i>
X1.2	0.831	0.248	<i>Valid</i>
X1.3	0.833	0.248	<i>Valid</i>
X1.4	0.805	0.248	<i>Valid</i>
X1.5	0.878	0.248	<i>Valid</i>
X1.6	0.867	0.248	<i>Valid</i>
X1.7	0.668	0.248	<i>Valid</i>
X1.8	0.849	0.248	<i>Valid</i>
X1.9	0.684	0.248	<i>Valid</i>
X1.10	0.837	0.248	<i>Valid</i>
X1.11	0.722	0.248	<i>Valid</i>
X1.12	0.782	0.248	<i>Valid</i>
X1.13	0.795	0.248	<i>Valid</i>
X1.14	0.701	0.248	<i>Valid</i>
X1.15	0.822	0.248	<i>Valid</i>

Source: Data results processed in 2023

Based on the results of the validity test which were processed using SPSS software with an Rtable reference of 0.248, the Rcount results were obtained for each Emotional Intelligence variable statement item and it can be seen that the Rcount value for each item shows results whose value is more than Rtable ( $r_{count} > r_{table}$ ). This makes each statement item declared VALID because the validity test results are said to be valid if the  $r_{count} > r_{table}$  value

### **Direct Effect Test**

In hypothesis testing, it can be observed based on t-statistical values and probability values. For hypothesis testing, that is through the use of statistical values so that for alpha 5% the t-statistical value used is 1.96. What makes the criteria for accepting or rejecting a hypothesis is that  $H_a$  is accepted and  $H_0$  is rejected when the t-statistic is  $> 1.96$ . To reject/accept a hypothesis, probability is used so that  $H_a$  is accepted if the P value is  $< 0.05$ . The table below is the results of hypothesis testing obtained in the following research using the inner model.

Table 4.20 Direct Effect Test

MOBILE PHONE	Variable	Original Sample	T-Statistics	P Values
1	Emotional Intelligence (X1) → Teacher Performance (Y)	0.170	2,071	0.038
2	Work Motivation (X2) → Teacher Performance (Y)	-0.005	0.081	0.935
3	Emotional Intelligence (X1) → Commitment (Z)	0.404	3,986	0,000
4	Work Motivation (X2) → Commitment (Z)	-0.081	0.524	0.601
5	Commitment (Z) → Teacher Performance (Y)	0.755	11,547	0,000

Source: Smartpls Report 2023 Data Processing Results

Based on the data presented in the image above, it shows that of the 5 hypotheses, 3 hypotheses were accepted, namely hypothesis 1, hypothesis 3, hypothesis 5, while 2 hypotheses were rejected, namely hypothesis 2 and hypothesis 4.

### H1: Emotional Intelligence (X1) on Teacher Performance (Y)

Hypothesis of the influence of Emotional Intelligence (X1) on Teacher Performance (Y). The original sample result of 0.170 is positive because it is above zero below one, the t statistic value is more than t table ( $t_{stat} > 1.960$ ), namely 2.071 and the P-Values value is 0.038, less than 0.05, so it is stated that Emotional Intelligence (X1) has a positive influence and significant to Teacher Performance (Y), meaning that the better Emotional Intelligence (X1) will have a significant influence on the better Teacher Performance (Y). These results indicate that the hypothesis is accepted.

### H2: Work Motivation (X2) on Teacher Performance (Y)

The hypothesis of the influence between Work Motivation (X2) on Teacher Performance (Y) results in an original sample value of -0.005 with a negative value below zero, T statistic 0.081. This result shows that the t statistic value is less than the t table ( $t_{stat} < 1.960$ ) and P-values amounting to 0.935, the value is more than 0.05, so it is stated that Work Motivation (X2) has a negative and insignificant influence on Teacher Performance (Y), meaning that the better the Work Motivation (X2) will not have a significant effect on the better the Teacher Performance (Y). These results indicate that the hypothesis is rejected.

### H3: Emotional Intelligence (X1) on Commitment (Z)

The hypothesis of the influence of Emotional Intelligence (X1) on Commitment (Z) obtained an Original value of 0.404 which is positive because it is above zero and below one, the t statistic value is 3.986 more than the t table ( $t_{stat} > 1.960$ ) and the P-values are 0.000 less than 0.05 so it is stated that Emotional Intelligence (X1) has a positive and significant influence on Commitment (Z), meaning that the better the Emotional Intelligence (X1) will have a significant influence on the better the Commitment (Z). These results indicate that the hypothesis is accepted.

### H4: Work Motivation (X2) on Organizational Commitment (Z)

The hypothesis of the influence between Work Motivation (X2) on Commitment (Z) is that the original sample value is -0.081, which is negative because the value is below zero, T statistic 0.524. These results show that the t statistical value is less than t table ( $t_{stat} > 1.960$ ) and the P-Values is 0.601, a value more than 0.05, so it is stated that Work Motivation (X2) does not have a positive and significant influence on Commitment (Z), meaning it is getting better Work Motivation (X2) will not have a significant effect on better Commitment (Z). These results indicate that the hypothesis is rejected.

**H5: Organizational Commitment (Z) to Teacher Performance (Y)**

The hypothesis of the influence between Commitment (Z) on Teacher Performance (Y) was obtained by the original sample result of 0.755 which is positive because the value is above zero and below one, the T statistic is 11.547. These results show that the t statistical value is more than t table (t stat < 1.960) and the P-Values is 0.000, less than 0.05, so it is stated that Commitment (Z) has a significant influence on Teacher Performance (Y), meaning the better the Commitment (Z) will have a significant effect on improving teacher performance (Y). These results indicate that the hypothesis is accepted.

**Effect Test**

Testing the indirect influence hypothesis uses the bootstrapping resampling technique. Before looking at the mediation effect on the mediator variable, we must first see whether there is a significant influence on the endogenous variable. If the effect of the mediator variable is carried out after bootstrapping to first see the significance of the effect. If there is no significant effect, no further mediation effect testing is carried out.

Furthermore, hypotheses 6 and 7 predict a mediation effect using the analysis that a mediation relationship occurs if:

1. Exogenous variables have a significant influence on endogenous variables.
2. Exogenous variables have a significant influence on the mediator variable.
3. The mediator variable has a significant influence on the endogenous variable.
4. Full mediation (full/perfect mediation) occurs if the influence of the exogenous variable on the endogenous variable is directly significant, but the influence becomes insignificant when the mediating variable is involved.
5. Partial mediation occurs if the influence of exogenous variables on endogenous variables, either directly or indirectly, is significant. However, the regression coefficient of exogenous influence on endogenous decreases when mediating variables are included.

The following are the results of data processing for testing the indirect influence hypothesis:

Table 4.21. Indirect Effect Test

MOBILE PHONE	Variable		Original Sample	T-Statistics	P Values
6	Emotional Intelligence (X1) → Commitment (Z) → Teacher Performance (Y)	Intelligence (Z) → Teacher	0.305	3,591	0,000
7	Work Motivation (X2) → Commitment (Z) → Teacher Performance (Y)		-0.061	0.522	0.601

Source: Smartpls Report Data Processing Results

Based on the results of calculating specific indirect effects, it is known that:

**H6: Emotional Intelligence (X1) on Teacher Performance (Y) Through Commitment (Z)**

Hypothesis of the influence of Emotional Intelligence (X1) on Teacher Performance (Y) Through Commitment (Z), the original sample result of 0.305 is positive because the value is above zero and below one, The statistical T value is 3.591 and the P-values are 0.000. The P-values are less than 0.05 and the statistical t value is more than the t table (t start > 1.960), then there is a significant influence. So it is stated that emotional intelligence (X1) has a significant influence on Teacher Performance (Y) through Organizational Commitment (Z). The better Emotional Intelligence (X1) will have a significant influence on the better Commitment (Z). These results indicate that the hypothesis is accepted. If we look at the P-Value and T-Statistics of the direct influence of H3 > the P-Value and T-Statistics of the indirect influence of H6, so no



mediation is needed. However, if we look at the Original Sample H1 > Original Sample H6 then there is no need for mediation.

### **H7: Work Motivation (X2) on Teacher Performance (Y) Through Commitment (Z)**

Hypothesis of the influence between Work Motivation (X2) on Teacher Performance (Y) Through Commitment (Z), the original sample result of -0.061 is negative because the value is below zero, the value T statistics are 0.522 and P-values are 0.601. P-values are more than 0.05 and the statistical t value is less than the t table (t start > 1.960), so it has no influence. So it is stated that work motivation (X2) has no influence on Teacher Performance (Y) through Commitment (Z). The better Work Motivation (X2) will not have a significant effect on the better Commitment (Z). These results indicate that the hypothesis is rejected. If we look at the direct influence of P-Value and T-Statistics, H4 > the P-Value and T-Statistics, the indirect influence of H7, so no mediation is needed. However, if we look at the Original Sample H2 < Original Sample H7 then mediation is needed.

## **Discussion**

### ***Emotional Intelligence (X1) on Teacher Performance (Y)***

Hypothesis of the influence of Emotional Intelligence (X1) on Teacher Performance (Y). The original sample result of 0.170 is positive because it is above zero below one, the t statistic value is more than t table (t stat > 1.960), namely 2.071 and the P-Values value is 0.038, less than 0.05, so it is stated that Emotional Intelligence (X1) has a positive influence and significant to Teacher Performance (Y), meaning that the better Emotional Intelligence (X1) will have a significant influence on the better Teacher Performance (Y). The results of respondents for the Emotional Intelligence variable (X1) above, obtained a total mean of 4.20, the criteria for agreeing, while the mean for each indicator was divided into the lowest average, namely 4.06, with the criteria agreeing that teachers are able to change obstacles into incentives. Meanwhile, the highest average was 4.40 with the criteria of strongly agreeing that teachers are able to recover from stressful conditions.

From the research results, teachers often have to deal with technical problems when teaching, because teachers have to adapt the conditions to the students they teach. So Muhammadiyah GKB Elementary School teachers are always ready to adapt to existing problems and turn them into new learning. What happened previously during the pandemic was where conditions began to change completely, where initially face-to-face teaching activities had to be carried out online. Muhammadiyah GKB Elementary School teachers said that during the pandemic they became more active in looking for appropriate learning methods so that the material could really be conveyed, at that time quite a few Muhammadiyah GKB Elementary School teachers experienced pressure on themselves. But of course they can overcome this pressure by making it a new system where teaching is much more flexible because it is done online so it can be done anytime and anywhere.

From the results of this research, it is hoped that teachers at Gresik Elementary School will be better able to turn existing difficulties into inspiration or new learning resources in the classroom. Apart from that, recognizing the emotional intelligence that exists within teachers can make it easier to organize teaching and learning activities. Based on the results of research conducted at SD Muhammadiyah GKB, it is proven that emotional intelligence has an influence on teacher performance. So the emotional intelligence of Muhammadiyah GKB Elementary School teachers must remain good and even continue to be improved in order to achieve better teacher performance.

The results of this study are supported by research which explains that there is a positive and significant influence of Emotional Intelligence on teacher performance. The results of the research reveal that teachers who can recognize their emotional intelligence are able to create conducive situations and conditions so that teachers do not experience burnout, boredom and laziness at work resulting in decreased performance. Teachers who have good emotional intelligence will make it easier to adapt and control the classroom atmosphere so that performance is more effective and optimal. The results of this study also agree with research And . The results of this study do not agree with research which suggests that emotional intelligence has no influence on teacher performance.

#### ***Work Motivation (X2) on Teacher Performance (Y)***

The hypothesis of the influence of Work Motivation (X2) on Teacher Performance (Y) results in an original sample value of -0.005 with a negative value below zero, T statistic 0.081. This result shows that the t statistic value is less than the t table ( $t_{stat} < 1.960$ ) and P-values amounting to 0.935, the value is more than 0.05, so it is stated that Work Motivation (X2) has a negative and insignificant influence on Teacher Performance (Y), meaning that the better the Work Motivation (X2) will not have a significant effect on the better the Teacher Performance (Y). Respondents' results for the Work Motivation Variable (X2) above, obtained a total mean of 3.72, with the criteria agreeing, while the mean for each indicator is divided into the lowest average, namely 3.56, with the criteria agreeing that teachers have the opportunity to develop skills. Meanwhile, the highest average was 3.86 with the criteria agreeing that teachers can work under pressure to achieve targets. From the results, respondents said that at SD Muhammadiyah GKB provided various opportunities for teachers to develop further. Teachers often receive invitations to undertake regular training as a means to improve their skills. Muhammadiyah GKB Elementary School teachers are also open and given the opportunity to convey their aspirations and suggestions in meetings which are routinely held once a month. Apart from that, SD Muhammadiyah GKB also holds events outside of teaching as entertainment for the teachers so they don't get bored. And the principal of SD Muhammadiyah GKB is always active in providing rewards for teachers who can achieve school targets, such as nominating the best teacher. From this, the teachers feel comfortable and proud to work as teachers at Muhammadiyah GKB Elementary School so that any task given by the teacher is ready to do it happily, without being asked, the Muhammadiyah GKB Elementary School teachers take active initiative in carrying out their tasks.

In this statement, it is hoped that teachers at Gresik Elementary School will always work according to targets and provide mutual motivation and encouragement to fellow colleagues to create a harmonious school organization. Based on the results of research conducted at SD Muhammadiyah GKB, it is proven that teacher work motivation does not have a significant influence on teacher performance. However, teacher work motivation at SD Muhammadiyah GKB must remain good and even continue to be improved even though it does not have a significant influence on teacher performance.

Research results that agree are presented explains that work motivation does not have a significant influence on teacher performance. The results of this study do not agree with research shows that work motivation and teacher performance have a positive and significant relationship to teacher performance. Increasing work motivation is being able to understand needs and provide positive feedback on teacher performance. The results of other research agree with which states that motivation has a positive and significant influence on teacher performance. Teachers admit that if they get work motivation it will be a driving force for more optimal teacher performance, the higher the motivation, the better the performance.

### ***Intelligence (X1) on Commitment (Z)***

The hypothesis of the influence of Emotional Intelligence (X1) on Commitment (Z) obtained an Original value of 0.404 which is positive because it is above zero and below one, the t statistic value is 3.986 more than the t table ( $t_{stat} > 1.960$ ) and the P-values are 0.000 less than 0.05 so it is stated that Emotional Intelligence (X1) has a positive and significant influence on Commitment (Z), meaning that the better the Emotional Intelligence (X1) will have a significant influence on the better the Commitment (Z). The results of the Respondents for the Emotional Intelligence Variable (X1) above, which needs to be paid attention again to the indicator with a mean of 4.06, namely the criteria for agreeing that teachers are able to change obstacles into incentives. Teachers as educators will of course go through many difficulties and obstacles, therefore it is hoped that teachers at Gresik Elementary School will support each other so that the balance of teaching activities can run smoothly.

In the results, respondents said that Muhammadiyah GKB Elementary School teachers often encountered obstacles when teaching, these obstacles could come from themselves and the conditions of their work environment. From the conditions of the work environment, there are sometimes obstacles such as a classroom atmosphere that is not conducive, colleagues who do not participate or work together well, and learning methods that do not meet expectations. Apart from that, obstacles from oneself also arise, such as getting tired and fed up with the class atmosphere, not being confident in the material being presented and the absence of a support system. So to be able to overcome this, the GKB Muhammadiyah Elementary School teachers utilize their intelligence to better balance obstacles with opportunities. Apart from that, the GKB Muhammadiyah Elementary School principal also plays an important role in encouraging each teacher to be more enthusiastic so that they can again create a comfortable atmosphere and further increase their commitment to GKB Muhammadiyah Elementary School. Committed teachers are expected to make class activities more meaningful. Just having knowledge doesn't mean much if they are not committed to teaching. Therefore, teachers' emotional intelligence cannot improve classroom teaching without commitment. Based on the results of research conducted at SD Muhammadiyah GKB, it is proven that Emotional Intelligence has a significant influence on Teacher Work Commitment. So that good Emotional Intelligence in Muhammadiyah GKB Elementary School teachers can create good teacher work commitment as well.

The results of other research also agree with which shows that emotional intelligence has a positive and significant influence on teacher commitment. Teachers who are able to understand their emotional intelligence will be able to commit to their work. Research that disagrees is submitted by research which suggests that emotional intelligence has no influence on commitment. This is most likely because the emotional intelligence factor which has an internal influence on the individual plays a smaller role than other factors.

### ***Motivation (X2) Against Commitment (Z)***

The hypothesis of the influence between Work Motivation (X2) on Commitment (Z) is that the original sample value is -0.081, which is negative because the value is below zero, T statistic 0.524. These results show that the t statistical value is less than t table ( $t_{stat} > 1.960$ ) and the P-Values is 0.601, a value more than 0.05, so it is stated that Work Motivation (X2) does not have a positive and significant influence on Commitment (Z), meaning it is getting better Work Motivation (X2) will not have a significant effect on better Commitment (Z). Respondent results for the work motivation variable (X2) above, in the indicator that teachers have the opportunity to develop skills with a mean of 3.56, need to get more attention, where of course as a teacher you must always motivate yourself to be able to develop skills as teaching materials for your students.

Based on the results, respondents said that the principal and colleagues at SD Muhammadiyah GKB were very friendly and worked together with each other. Teachers feel that there is no jealousy between each other if one of the teachers gets a reward for his success in work. In fact, other teachers will ask for suggestions on how to further improve their performance and of course fellow teachers will help each other. The principal is also very protective of the teachers at SD Muhammadiyah GKB, apart from giving gifts, he also provides enthusiasm and motivation to develop further, apart from being ready to help each other if a teacher experiences obstacles or disasters. SD Muhammadiyah GKB upholds a family attitude but remains professional in work, this makes teachers more committed to working at SD Muhammadiyah GKB.

The results of this study are in line with research which suggests that work motivation has a positive and significant influence on teacher commitment. Teachers will have a commitment to the organization in carrying out their work which must be supported by providing motivation to improve their performance. who explains in his research that there is a significant influence between compensation and organizational commitment. Other research that agrees is research by And explains that there is a positive and significant relationship between work motivation and teacher commitment. High motivation and commitment will work as optimally as possible so that the work results obtained will increase.

#### ***Commitment (Z) to Teacher Performance (Y)***

The hypothesis of the influence between Commitment (Z) on Teacher Performance (Y) was obtained by the original sample result of 0.755 which is positive because the value is above zero and below one, the T statistic is 11.547. These results show that the t statistical value is less than t table ( $t_{stat} < 1.960$ ) and the P-Values are 0.000, less than 0.05, so it is stated that Commitment (Z) has a significant influence on Teacher Performance (Y), meaning the better the Commitment (Z) will have a significant effect on improving teacher performance (Y). Results of Respondents for the Commitment Variable (Z) above, based on data from table 4.7. Based on the results of the Commitment Variable Respondents (Z) above, the total mean result was 4.09, the criteria for agreeing, while the mean for each indicator was divided into the lowest average, namely 3.93, with the criteria for agreeing that teachers feel emotionally connected to this school. Meanwhile, the highest average was 4.18 with the criteria agreeing that teachers would think long about changing jobs.

From the results, respondents said that teachers always play an active role in every school activity carried out, whether based on teaching or not. Muhammadiyah GKB Elementary School teachers also have the opportunity to play a role in every upcoming event, such as creating an event concept or being involved in the event committee. The principal also does not differentiate or play a fair role in selecting teachers, so that teachers can learn and develop together. Apart from that, the teacher feels that he does not want to move to another school because he already feels involved in every activity at SD Muhammadiyah GKB. The teacher also believes that moving to another school will require a lot of energy to adapt to the new environment. Apart from that, currently looking for work is not possible. It's as easy as you think so teachers prefer to stay with their current job. Teachers at Muhammadiyah GKB Elementary School said that they were voluntary and there was no coercion from any party to continue working at Muhammadiyah GKB Elementary School, they felt proud and happy with their current job.

Every activity carried out at school will trigger teachers or teaching staff to decide whether to stay with their current job or choose to look for another job that they feel has more benefits. Based on the results of research conducted at SD Muhammadiyah GKB, it is proven that teacher performance has a significant influence on teacher work commitment. So good

teacher performance at Muhammadiyah GKB Elementary School must be supported by good teacher commitment. Vice versa, so that a balance is formed between performance and commitment.

The results of this study are in line with research explains that commitment has a positive and significant influence on teacher performance. which states that teacher commitment has a positive and significant influence on teacher performance. Teachers who have commitment will dedicate themselves more to their work so that performance will run well without any obstacles. The results of the same research are in line with research suggests that teacher commitment has a positive and significant influence on teacher performance. Highly committed teachers will view work as a means to work and develop themselves so that teachers will work wholeheartedly and try to provide the best for the organization. Researchers who disagree are research which states that teacher commitment has no influence on teacher performance.

### ***Emotional Intelligence (X1) on Teacher Performance (Y) as a Mediator of Commitment (Z)***

Hypothesis of the influence of Emotional Intelligence (X1) on Teacher Performance (Y) Through Commitment (Z), the original sample result of 0.305 is positive because the value is above zero and below one, The statistical T value is 3.591 and the P-values are 0.000. The P-values are less than 0.05 and the statistical t value is more than the t table ( $t_{start} > 1.960$ ), then there is a significant influence. So it is stated that emotional intelligence (X1) has a significant influence on Teacher Performance (Y) through Organizational Commitment (Z). The better Emotional Intelligence (X1) will have a significant influence on the better Commitment (Z). Based on the results of research conducted at SD Muhammadiyah GKB, it is proven that emotional intelligence (X1) has a significant influence on Teacher Performance (Y) through Organizational Commitment (Z). However, if seen from the T-Statistics and P-Value, the direct influence is smaller than the indirect influence, then Commitment (Z) can be a mediation. The better Emotional Intelligence (X1) will have a significant influence on the better Commitment (Z). So the emotional intelligence of Muhammadiyah GKB Elementary School teachers must remain good and even continue to be improved in order to achieve good teacher performance in order to form a good teacher commitment.

From the results, respondents said that Muhammadiyah GKB Elementary School teachers were more attached and formed a commitment if they were considered family or one of them. Teachers do not differentiate how long they work to be included in their scope. They are fair even to new teachers, and provide direction that is not pressure or seniority. So teachers will feel more appreciated and comfortable to continue working at SD Muhammadiyah GKB

Corresponding research And explains that there is a positive influence of Emotional Intelligence style on performance with commitment as an intervening variable. The results of this study are different from research explained that commitment is not effective in mediating the influence of Emotional Intelligence on teacher performance. not in line with research. Emotional intelligence plays an important role in shaping teacher attitudes and behavior. Teachers' ability to understand and manage their emotions, along with the ability to interact positively with students and colleagues, can be a key factor in increasing commitment to their work in an educational environment and teachers who can establish good relationships with students are more likely to feel emotionally attached to them. teacher's work.

### ***Work Motivation (X2) on Teacher Performance (Y) With Commitment Mediation (Z)***

Hypothesis of the influence between Work Motivation (X2) on Teacher Performance (Y) Through Commitment (Z), the original sample result of -0.061 is negative because the value is below zero, the value T statistics are 0.522 and P-values are 0.601. P-values are more than 0.05 and the statistical t value is less than the t table ( $t_{start} > 1.960$ ), so it has no influence. So it is stated that work motivation (X2) has no influence on Teacher Performance (Y) through

Commitment (Z). However, if you look at the T-Statistics and P-Value, the direct influence is greater than the indirect influence, so Commitment (Z) as a mediating variable is not needed. The better Work Motivation (X2) will not have a significant effect on the better Commitment (Z). From the results of this research, it is hoped that the Work Motivation of Muhammadiyah GKB Elementary School Teachers must remain good and even continue to be improved in order to achieve good teacher performance in order to form a good teacher commitment.

From the results, respondents said that the principal of SD Muhammadiyah GKB in the school organization was the leader responsible for the continuity of the organization. School principals often provide various kinds of training, rewards and suggestions to all teachers. School management and development efforts through administration, management and leadership activities depend on the ability of the school principal. These efforts will make teachers feel more appreciated and comfortable to continue working. A school principal must be able to improve the performance of teachers or his subordinates by providing influences that move teachers to carry out their duties effectively so that it will improve teacher performance results.

These results indicate that the hypothesis is accepted. This is supported by Research And has an indirect influence on work motivation on teacher performance with commitment as an intervening variable which has implications for the success of a learning process from a teacher's performance. Work motivation is often related to achieving personal and professional goals. Teachers who have clear goals, whether related to student development or personal achievement in their careers, tend to be more committed to teacher duties. This motivation acts as a driving force to achieve better results and teachers feel part of a team that supports and unites to achieve common goals. Involvement in collaboration can increase a sense of ownership in achieving shared goals.

## Conclusion

Based on the results of the analysis described above, the following conclusions can be drawn:

1. The relationship between emotional intelligence and teacher performance obtained a statistical t value of more than the t table ( $t_{stat} > 1.960$ ), namely 2.071 and a P-Values value of 0.038, less than 0.05, so it was stated that emotional intelligence had a positive and significant influence on teacher performance.
2. The relationship between work motivation and teacher performance obtained a t statistical value less than the t table ( $t_{stat} < 1.960$ ), namely 0.081 and P-values of 0.935, a value more than 0.05, so it was stated that work motivation did not have a significant influence on teacher performance.
3. The relationship between emotional intelligence and commitment obtained a t statistical value of 3,986 more than the t table ( $t_{stat} > 1.960$ ) and P-values of 0.000 less than 0.05 so that it was stated that emotional intelligence had a positive and significant influence on commitment.
4. The relationship between work motivation and commitment obtains a t statistical value less than the t table ( $t_{stat} > 1.960$ ), namely 0.524 and a P-Value of 0.601, a value more than 0.05, so it is stated that work motivation does not have a significant influence on commitment.
5. The relationship between commitment and teacher performance has a t statistical value of 11.547. more than t table ( $t_{stat} < 1.960$ ) and P-Values of 0.000 less than 0.05. So it is stated that commitment has a significant influence on teacher performance

6. The relationship between emotional intelligence and teacher performance through commitment obtained a statistical t value of 3,591 and P-values of 0.000. significant impact on teacher performance through commitment. However, if we look at the P-Value and T-Statistics of the direct influence of H3 > the P-Value and T-Statistics of the indirect influence of H6 so no mediation is needed. However, if we look at the Original Sample H1 > Original Sample H6 then there is no need for mediation.
7. The relationship between work motivation and teacher performance through commitment obtained a statistical t value of 0.522 and P-values of 0.601. The P-values are more than 0.05 and the statistical t value is less than the t table (t start > 1.960), so it is stated that motivation does not have a significant influence on teacher performance through commitment. However, if we look at the direct influence of P-Value and T-Statistics, H4 > the P-Value and T-Statistics, the indirect influence of H7, so mediation is not needed. However, if we look at the Original Sample H2 < Original Sample H7 then mediation is needed.

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