

The Influence of Leadership Style, Competence, Emotional Intelligence and Compensation on Performance Through Satisfaction of Vocational High School (SMK) Teachers in Makassar City

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Abstract

Nurnaningsih, *The Influence of Leadership Style Competence, Emotional Intelligence and Compensation on Performance Through Job Satisfaction of Vocational High School Teachers (SMK) in Makassar City. Supervised by Salim Basalamah as promoter and Sanusi Hamid, and Muhammad Nur as co-promoters.*

This research was conducted with the aim of 1) analyzing the influence of leadership style, competence, emotional intelligence and compensation on job satisfaction of SMK teachers in Makassar City, 2) analyzing the influence of leadership style, competence, emotional intelligence and compensation on the performance of SMK teachers in Makassar City, 3) analyzing the influence of leadership style, competence, emotional intelligence and compensation on teacher performance through job satisfaction of SMK teachers in Makassar City, 4) analyzing the effect of satisfaction on teacher performance in SMK Makassar City.

This study uses primary data and uses a survey to distribute 211 questionnaires to vocational high school (SMK) teachers in Makassar City. The survey was conducted from November to February 2022. This research was conducted in Makassar City with a population of SMK teachers in Makassar City. The questionnaire results were analyzed using Structural Equation Model with the help of SPSS and AMOS 21.

The results of the study found that: 1) leadership style, competence and compensation had a positive and insignificant effect on job satisfaction of SMK teachers in Makassar City, 2) emotional intelligence had a significant and positive effect on job satisfaction of SMK teachers in Makassar City, 3) Leadership style, competence and compensation positive and insignificant effect on performance through job satisfaction of SMK teachers in Makassar City. 4) Job satisfaction has positive and significant effect on performance of SMK teachers in Makassar City, 5) leadership style, competence and compensation have positive and insignificant effect on performance through job satisfaction, 6) emotional intelligence has a positive and significant effect on performance through job satisfaction of SMK teachers in Makassar City.

Keywords: Leadership Style, Competence, Emotional Intelligence, Compensation, job satisfaction and performance of SMK teachers.

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I. Introduction

The Makassar city government hopes that the presence of 75 vocational high schools in the city of Makassar will be able to answer the government's challenges in creating quality and work-ready resources and be able to compete in the world of work. SMK graduates currently have no ability to be underestimated, especially with the provision of work experience as long as they take part in pre-employment activities which are held for approximately one semester. So that SMK graduates are considered to be able to work in accordance with the vocational competencies they have.

The success or failure experienced by most organizations is determined by the quality of leadership inherent in the people who occupy positions as leaders in the organization. Along with what was stated by Thaha (2001:1) who stated that the failure of an organization's success was determined by its leader according to the alert (1995) Insetiawan (2005).

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The phenomenon that currently occurs in UPT SMK is that there are still some schools that implement a leadership style that tends to still cause dissatisfaction, especially for teachers, especially in the policy of selecting principals who are considered still not in accordance with the proper procedures. From several UPT SMK in Makassar city, there are still many principal elections through the procedure of direct appointment, especially for those with private principal status, which is entirely the policy of the foundation management.

So that the principals are mostly the owners of the foundation itself for still in the family family which in the end this causes dissatisfaction that will have an impact on performance.

The phenomenon that arises related to competence with changes in the current learning system there is a lack of teachers who have the ability to use media and internet-based learning systems so that this is one of the obstacles to teacher performance in the teaching and learning process, which should be a mandatory competency for every teacher to face the challenges of the world of education which in the future will be more complex and demand higher competencies to answer challenges in today's increasingly advanced world of education.

The phenomena that occurs today is that there are some teachers who are inherently very good but are not able to manage emotions properly and are unable to recognize the emotional level of students and fellow teachers so that this is one of the indicators that can reduce job satisfaction so that it will have an impact on teacher performance.

Performance is an activity effort in producing outputs based on work development and directed, organized and sustainable to achieve the substance of work in question is the amount of work that can be assessed or measured. It becomes a reference for definition as an organization in defining performance broadly. Theoretically, experts and management practitioners have long understood that performance issues are not an easy thing to continue to maintain, because it is a condition that is always changing at any time.

Performance appraisal is based on an understanding of the knowledge, expertise, and behavior required to carry out a job properly and an analysis of a person's behavioral attributes according to the criteria determined for each job, Dharma (2001). Performance is the result obtained by an organization, whether the organization is profit oriented which is produced over a period of time, Fahmi (2010). Musstopodidjaja (1996) stated that performance is a description of the level of program achievement in implementing and realizing the goals, objectives, missions and vision of the organizations so that performance is considered a workability of individuals or groups in an organization.

II. Literature Review

Etymologically, leadership comes from the basic word "lead" (*lead*) meaning to guide or guide, that way in there are two parties, namely the one who is led (the people) and the one who leads (the leader). After adding the prefix "pe" to "leader" (*leader*) means the person who influences the other party through the process of authority of communication so that the other person acts something in achieving a certain goal. And after adding the suffix "an" to "lead" means the person who heads. When equipped with the prefix "to" to "leadership" (*leadership*) means the ability and personality of a person in influencing and persuading other parties to carry out actions to achieve common goals, so that thus the person concerned becomes the beginning of the structure and center of the group process (Masrukin and Waridin, 2006). So leadership is an activity to influence the behavior of others so that they are willing to be directed to achieve certain goals (Miftah, 2001:67).

Leadership is defined as the ability to move or motivate a number of people to simultaneously carry out the same activities and be directed at achieving their goals (Nawawi, 2002: 213). Therefore, the important thing about leadership is the influence and effectiveness of power of a leader. If a person is willing to influence the behavior of others, then leadership activity has begun to appear of relevance.

Competence is a characteristic that underlies a person and is related to the effectiveness of an individual's performance in his work (Mitriani, 1995). So, individual competence is something inherent in him that can be used to predict the level of his performance. Something in question can concern motives, self-concept, traits, knowledge and abilities/expertise. Individual competencies in the form of abilities and

knowledge can be developed through education and training. Meanwhile, competency motives can be obtained during the selection process.

Saksono (2003: 14) that competence is a set of knowledge, skills / expertise and attitudes that must be mastered by a worker through learning activities regarding his field of work or position". Thus, competence is the ability that must be possessed by one or every worker to be able to carry out a job / position successfully (effectively, efficiently, productively and quality) in accordance with the vision and mission of the organization. The definition of competence describes the abilities possessed by employees containing a set of knowledge, skills, expertise and attitudes obtained from learning activities.

According to Moekijat (1999: 10) competence is the maximum performance or performance as a qualification standard or competency standard in the process of implementing a job / position. Meanwhile, Nawawi (2002: 168) stated that competence is a work ability that has 3 (three) criteria consisting of: (1) Intellectual ability regarding work / position as the main task; (2) Ability to plan, carry out work / position and assess the results using tools through cooperation activities; and (3) Ability to measure and assess progress in working in an organization to efficiency, effectiveness, and productivity.

The competencies possessed by employees automatically work faster than employees who do not have competence because it is very likely that employees who have competence have gained more in-depth knowledge and understanding of tasks and work. The use of good working time is also a picture of employee competence, where the working hours provided are really utilized or used optimally. Furthermore, the quality of adequate work is also a picture of employee competence, because the placement of employees in the right position or position, means that the quality of work will show encouraging results for government employees concerned because they feel in accordance with the abilities and expertise they have with the work given.

Intelligence in the perspective of educational psychology, is considered as a mental ability to deal with a problem. There are three important factors related to a person's intelligence, namely *judgment, comprehension, and reasoning*. In general, intelligence according to the perspective of educational psychology is a person's mental ability to respond and solve problems from quantitative and phenomenal things (Suharsono, 2004:4).

Jean Piaget (Ali & Asrori, 2004:27) says that intelligence is the whole ability to think and act adaptively, including complex mental abilities. In other words intelligence is the whole possibility of coordination that gives structure to the behavior of something organism as a mental adaptation to a new situation. Job satisfaction focuses on the individual's perception of the work that the organization gives him (Barney & Griffin, 1992). Thus job satisfaction is a very important issue for organizations because theoretically job satisfaction as a series of individual perceptions will affect the attitudes and behaviors of individuals carrying out their work (Winardi, 2012). With a high level of employee job satisfaction, the organization will benefit not only to meet the interests of the organization but also in the context of achieving organizational goals.

Job satisfaction is a set of individual feelings about the pleasant or unpleasant perception of the organizational environment and the work done (Barney & Griffin, 1992). Davis & Newstrom (1993:396) defines job satisfaction as the congruence between a person's expectations that arise and the rewards received from work. This understanding indicates that job satisfaction is closely related to aspects of justice, the psychological contract between the individual and the organization, and the motivation of the individual. The more aspects of the work that correspond to the wishes and expectations of the individual, the higher the level of job satisfaction that occurs in the organization.

The term performance comes from *the word job performance or actual performance* (real performance or achievement) which is related to all activities in a work organization. In Indonesia the term Performance has been popularly used in the mass-media and the Indonesian mass media gives an English equivalent to the term performance, namely *"performance"*. According to *The Scribner-Bantam English Dictionary*, published by the United States and Canada, in 1979, there is the following information: First, it comes from the root word *"to perform"* which has the following *"entries"*: perform, perform, carry out, fulfill or carry out the obligations of a vow to carry out or perfect responsibility, do something expected by a person or machine. It can be concluded that from some of these entries *"to perform"* is to carry out an activity and perfect it in accordance with responsibility and in accordance with the results as expected, while the meaning of the word *performance* is a noun (*noun*) where one of them is: *"thing done"* (something that has been done).

Taking into account the above, the meaning of *performance or performance* is as follows: *"performance* is the result of work that can be achieved by a person or group of people in an organization, in accordance with their respective responsibilities, in order to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals and ethics" (Wahid, 2004: 29). Then regarding performance (*performance*) also interpreted by Simamora (2001: 327) which is an achievement of certain job requirements that can finally be marked by the output produced. Soetjipto (2002:7) mentions the term performance and work performance, namely: the results of a person's work during a certain period compared to various possibilities, for example standards, targets/goals.

III. Research Methods

This research uses two approaches, namely a descriptive approach (*descriptive research*) and an explanatory approach (*explanatory research*). This research uses a descriptive approach, because researchers strive to explain the results of the study using tables, figures and graphs regarding the data that has been processed. Meanwhile, the explanatory approach is used to explain the influence of independent variables (*exogen variables*) on dependent variables (*endogenous variables*). Exogenous variables consist of Leadership Style (GK), Competence (KP), Emotional Intelligence (KE), Compensation (KS) Intervening variables are Job Satisfaction (KK) and motivation (MV), and the endogenous variable is Teacher Performance (KG).

The sample sampling method used is purposive sampling on the grounds that teacher sampling at SMK is located in every sub-district in Makassar city.

The number of samples taken based on the purposive sampling formula (Sugiyono, 2010) which is at least 5 times the number of question indicators on the research questionnaire, the number of indicators used is 31, so that the minimum sample number is 31 times 5 or 151 respondents. So that the Total Population is divided into 3 Clusters. Each group of the population takes up 20 % of the total Population. So that the number of samples obtained is 211 people.

Data Analysis Models and Techniques

Taking into account the objectives of the study, namely analyzing the influence of leadership style, motivation and competence on job satisfaction and the performance of Vocational High School (SMK) teachers in Makassar City, this study used a multiple linear regression analysis method. Data analysis using structural equation model (SEM) analysis. The analysis to be carried out includes the following stages:

Descriptive analysis is used to describe the characteristics of respondents and research variables *exogenous variables* and *endogenous variables*. The characteristics of respondents include gender, age, length of service, functional position, class and level of education, while the description of variables includes leadership style, competence, emotional intelligence, job satisfaction, motivation and teacher performance.

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IV. Research Results

Analysis of research results using a structural equation model (SEM) with confirmatory factor analysis (CFA) amos program 21.0 (*Analysis of moment structure, Arbuckle, 1197*). Variable predictive power. The criteria used to test whether the proposed model has conformity with the data or not. The criteria for the fit model consist of: 1) freedom degrees (*degrees of freedom*) must be positive and 2) non-signification Chi-square is hinted at ($p \geq 0.05$ and above the accepted conservative ($P=0.10$) (Hair et al., 2006), 3) incremental fit above 0.90 i.e. GFI (*goodness of fit index*) Adjusted GFI (AGFI), Tucker Lewis Index (TLI), The Minimum Sample Discrepancy Function (CMIN) divided by degree of freedom (*DF*) and Comparative Fit Index (CFI), and 4) low RMSEA (*Root Mean Square Error of Approximation*).

Confirmatory Factor Analysis is used to examine variables that define a construct that cannot be measured directly. The analysis of the indicators used gives meaning to the labels given to latent variables or other confirmed constructs.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.921 ^a	.846	.812	.17237
2	.914	.828	.801	.17147

a. Predictors: (constant), X4, X3, Y, X2, X1

b. Predictors: (Constant), X4, X3, Y, X1

The results in the table above show that the adjusted coefficient of determination (R Square) is 0.846 meaning 84.6%, meaning that employee performance is influenced by leadership style. Meanwhile, 15.4% was influenced by other factors such as competence, emotional intelligence, compensation, and satisfaction.

Regression Equation Test

A simple regression is used to predict how high the value of the dependent variable is when the value of the independent variable is manipulated (changed). Based on the results of the analysis research using the SPSS 23 program, the results of regression between leadership styles and employee performance were obtained as follows:

Model	coefficients ^a				
	unstandardized Coefficients	Standardized Coefficients			Sig.
B	StdError	Beta	t		
1 (Constant)	1.534	.462		3.318	.001
Y	.450	.072	.430	6.298	.000
X1	1.638	.069	.518	13.519	.000
X2	.008	.073	2.030	6.070	.003
X3	.119	.079	.112	1.494	.060
X4	.139	.075	.209	1.841	.020
2 (Constant)	1.533	.461		3.324	.001
Y	.449	.071	.429	6.347	.000
X1	.529	.069	.518	7.697	.000
X3	.112	.054	.106	2.096	.063
X4	.139	.075	.091	1.870	.030

a. Dependent Variable: Z

Based on the SPSS 23 calculation table above, the equation can be obtained, namely

$$Y = 1.534 + 0.529.X1 + 0.112.X3 + 0.139.X4 \quad (R^2 = 0.846)$$

$$Z = 1.534 + 0.450.X1 + 1.638.X2 + 0.008.X3 + 0.119.X4 + 0.139.Y \quad (R^2 = 0.828)$$

From the equation of the above function, it can be interpreted that:

1. The Squared Multiple correlation value in the first equation is 0.846. This value identifies that 84.6% of the job satisfaction value is determined by leadership style, competence, emotional intelligence and compensation.
2. For the second equation, the value of square multiple correlation exists; a 0.828. This value identifies that 82.8% of the performance value is determined by leadership style, competence, emotional intelligence, compensation and job satisfaction.

Excluded Variables^a

Model	Beta In	t	Collinearity Statistics	
			Partial Correlation	Tolerance
2 X2	-.008b	-108	.914	.418

a. Dependent Variable: Z

b. Predictor in the Model: (Constant), X4, X3, Y, X1

ANOVA ^a						
Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	30.885	6	5.148	37.124	.000 ^b
	Residual	28.286	204	.139		
	Total	59.171	210			
2	Regression	30.883	5	6.177	44.762	.000 ^c
	Residual	28.288	205	.138		
	Total	59.171	210			

a. Dependent Variable: Z

b. Predictors: (Constant), X4, X3, Y, X2, X1

c. Predictors: (Constant), X4, X3, Y, X1

Based on the Anova table above, it can be seen that it is significant that it is worth $0.000 < 0.05$, the decision is H1 accepted. It can be concluded that there is a significant influence between emotional intelligence leadership style, competence and compensation on performance.

Based on the result of the hypothesis test, the influence between variables will be described as follows:

1. Leadership style has a positive and significant influence on teacher job satisfaction with $P = 0.000 < 0.05$ with a total effect value of 0.085. This coefficient shows that the leadership style applied by the head is

considered to be relevant to the school environment and this has a positive influence on teacher satisfaction with the principal's leadership style.

2. Competence has a positive and significant effect on job satisfaction with p value = $0.003 < 0.05$ with a coefficient value of 0.062. This shows that pedagogic competence, personality competence, social competence, professional competence and technological competence possessed by a teacher are considered

good enough so that this causes a positive influence. This also shows that the higher the level of competence possessed by teachers, the higher the level of job satisfaction felt.

3. Emotional intelligence has a positive and insignificant effect on job satisfaction with p -value = $0.060 < 0.05$, with a coefficient value of 0.401. This shows that the emotional intelligence possessed by teachers, especially in terms of managing emotions, is considered good so this causes a positive influence but on the other hand there are still some teachers who experience obstacles in controlling their emotions when dealing with students who have poor behavior that provokes the teacher's emotions and this is what causes insignificant influences.

4. Compensation has a positive and significant effect on job satisfaction with a p -value = $0.040 < 0.05$, with a coefficient value of 0.310. This indicates that the higher the compensation received, the higher the job satisfaction will be.

5. Leadership style has a positive and significant effect on performance with p -value = $0.001 < 0.05$, with a coefficient value of -0.091. This efficiency shows that the good style of leadership style applied in schools will also be the better the level of performance produced by teachers. So that the leadership style applied in schools must be relevant to school conditions.

6. Competence has a positive and significant effect on teacher performance with a P -Value value = $0.002 < 0.05$ with a coefficient value of 0.03. This efficiency shows that the higher the competence possessed by the teacher, the higher the level of performance produced.

7. Emotional intelligence has a positive and insignificant effect on performance with a p -value = $0.062 < 0.05$ with a coefficient value of 0.038. This efficiency shows that the emotional intelligence possessed by the teacher is good but because every teacher has the ability to manage emotions is not the same so that there are some teachers who are unable to control their emotions when dealing with students or teachers whose attitudes are not in accordance with their wishes so that this is what causes an insignificant influence on the performance of teachers of SMK In Makassar City.

8. Compensation has a positive and significant effect on teacher performance with a p -value = $0.000 < 0.005$ with a coefficient value of 0.070. This efficiency shows that the better the compensation received by the teacher, the better the resulting performance will be.

9. Job satisfaction has a positive and significant effect on teacher performance with a p -value = $0.000 < 0.05$ with a coefficient value of 0.844. This efficiency shows that the higher the level of job satisfaction, the higher the teacher's performance will be.

10. Leadership style through job satisfaction has a positive and insignificant effect on teacher performance with p -value = $0.354 > 0.05$ with a total effect of 0.157. The leadership style applied in schools is already considered relevant for school conditions and this causes a positive influence but because the level of teacher satisfaction is different especially in terms of determining the principal that there are still some schools, especially for schools with private status, the principal is the owner of the foundation itself so this causes dissatisfaction and affects teacher performance because there are some teachers who think that no matter how good my performance is, it will not affect my career advancement.

11. Competence has a positive and insignificant influence on job satisfaction with a value of $P = 0.434 < 0.05$ with a total effect of -0.062. This efficiency shows that the compensation received is based on the number of hours worked for non-civil servant teachers. Already and is good because the more the number of their teaching hours, the greater the compensation they receive and this causes a positive influence but for teachers with ASN status the salary / compensation they receive based on rank, class and length of service so that compensation does not have a significant effect on the performance of teachers of SMK In Makassar City.

12. Emotional intelligence has a positive and significant effect on performance through job satisfaction of teachers of SMK Dikota Makassar with a p-value = 0.042 with a *total effect* of 0.740. This efficiency shows that the higher the level of emotional intelligence of a teacher eating, the higher the level of job satisfaction so that it will cause teacher performance to also increase.

13. Compensation has a positive and unrealistic effect on performance through the satisfaction of teachers of SMK Dikota Makassar with P-value = 0.052 with a *total effect* of 0.572. This efficiency shows that the compensation received by teachers is good but because the character and status of teachers are different so that the level of satisfaction is different, causing an insignificant influence on improving the performance of teachers of SMK In Makassar City

V. Conclusions And Suggestions

1. Leadership Style has a positive and significant effect on the job satisfaction of teachers of SMK In Makassar City.

2. Competensi has a positive and significant effect on the job satisfaction of vocational school teachers in the city of Makassar.

3. Emotional intelligence has a positive and insignificant effect on the job satisfaction of teachers of SMK In Makassar City. As teachers have the ability of teachers to manage their emotions but there are some teachers who have not been able to control their emotions when facing students who have poor behavior.

4. Compensation has a positive and significant effect on the job satisfaction of teachers of SMK In Makassar City.

5. Leadership style has a positive and significant effect on the performance of teachers of SMK In Makassar City.

6. Competence has a positive and significant effect on the performance of vocational school teachers in Makassar.

7. Emotional intelligence has a positive and insignificant effect on the performance of teachers of SMK In Makassar City. The teacher's ability to manage emotions and recognize the emotions of students is considered very good so this is what causes emotional intelligence to have a positive effect but there are still some teachers who are less able to control their emotions when facing class situations that are not conducive caused by the behavior of some students who find it difficult to follow the rules that have been set so that this causes emotional intelligence to have no significant effect on performance of SMK teachers in Makassar city.

8. Compensation has a positive and significant effect on the performance of teachers of SMK In Makassar City.

9. Job satisfaction has a positive and significant effect on the performance of teachers of SMK In Makassar City. This is because all indicators show strengthening which causes satisfaction to have a positive effect on the performance of SMK teachers in the city of Makassar.

10. Leadership style through satisfaction has a positive and insignificant effect on the performance of teachers of SMK Dikota Makassar. The leadership style applied by the principal is considered very good and this is what causes a positive influence but because the level of teacher satisfaction is different especially in policymaking so there are some teachers who feel dissatisfied so this is the thing that causes insignificant influence. to the performance of teachers of SMK Dikota Makassar.

11. Competence through satisfaction has a negative and insignificant effect on the performance of teachers of SMK Dikota Makassar. This is because from all the indicators submitted indirectly, no one shows strengthening in so as to cause competence through satisfaction to have a negative and insignificant effect.

12. Emotional intelligence through job satisfaction has a positive and significant effect on the performance of teachers of SMK In Makassar City. This is due to all the indicators submitted indirectly all showing the influence of strengthening so as to cause a positive and significant influence.

13. Compensation through satisfaction has a positive and insignificant effect on motivation. This is due to the level of teacher satisfaction with the honor they receive based on the number of teaching hours they are satisfied so that it causes compensation to have a positive effect but on the other hand for teachers with civil servant status they feel that if the salary paid to them is not based on working hours but based on class and length of service so that this is what causes compensation through satisfaction to performance has an insignificant effect.

VI. Suggestion

1. Based on the results of the analysis and discussion that leadership style has a positive and insignificant effect on job satisfaction. Of the several measuring instruments the indicators of the leadership style of the caregiver have the lowest value. This indicator needs to be considered as an alternative leadership style applied in schools considering that this leadership style is able to create independence for teachers because of minimal

leader interference and only intervenes if employees / teachers experience a decrease in performance so that teachers are given the opportunity to analyze and solve problems that occur.

2. Based on the results of the analysis and discussion that competence has a positive and insignificant effect on job satisfaction. The indicator that has the lowest score is technologically proficient, so in the future it is hoped that teachers can improve their competence, especially in terms of being proficient in the use of technology so that in the future teachers are better prepared to face learning methods based on computerized technology.

3. Based on the results of the analysis and discussion that Emotional intelligence has a positive and significant effect on job satisfaction. The indicator that has the lowest influence is the emotional intelligence of others. In the future the teacher must be better able to recognize the emotions of others / learners so that a harmonious relationship between the teacher and students can be created so as to create a more conducive learning atmosphere.

4. Based on the results of the analysis and discussion, compensation has a positive and significant effect on satisfaction. The lowest indicator is that the provision of salaries is expected in the future the principal to pay more attention to the level of teacher welfare by providing even more adequate compensation. If compensation in material form cannot be increased, the provision of non-material compensation can be sought.

5. Based on the results of the analysis and discussion that leadership style has a positive and insignificant effect on performance. The leadership style and policies set by the school are mainly the decision to appoint the principal based on competence, not based on proximity to the foundation owner.

6. Based on the results of the analysis and discussion that competence has a positive and insignificant effect on performance. It is hoped that in the future the principal will provide equal opportunities for teachers to receive formal and non-formal training and education to improve teacher competence.

7. That based on the result of analysis and language Emotional intelligence has a positive and insignificant effect on performance. It is hoped that in the future teachers will be better able to control emotions in the face of students who have difficulty following school rules.

8. Based on the results of the analysis and discussion that compensation has a positive and inconsistent effect on teacher performance.

9. Based on the results of the analysis and discussion that job satisfaction has a positive and significant effect on teacher performance. The lowest indicator is satisfaction with the work itself. It is hoped that in the future teachers can love their work more so that they will feel satisfied and bring improvements to performance.

10. Based on the results of the analysis and discussion that leadership style has a positive and insignificant effect on teacher performance through job satisfaction. The leadership style applied in schools is expected to be able to provide satisfaction to teachers which in turn will affect the improvement of teacher performance of SMK in Makassar City.

11. Based on the results of the analysis and discussion of competencies, it has a positive and insignificant effect on teacher performance through job satisfaction. The principal is expected to provide equal opportunities for teachers to take part in education and training both formal and non-formal to improve their competence and it is hoped that the competencies possessed by teachers will be able to create satisfaction with the work itself which will ultimately improve the performance of teachers of SMK in Makassar City.

12. Based on the results of the analysis and discussion emotional intelligence has a positive and significant effect on performance through job satisfaction. Intelligence in controlling emotions when facing unfavorable situations is able to create job satisfaction which will have an impact on improving the performance of teachers of SMK in Makassar City.

13. Based on the results of the analysis and discussion that Compensation has a positive and insignificant effect on teacher performance through job satisfaction. It is hoped that in the future the principal will provide adequate compensation to teachers in the form of both financial and non-financial so as to create job satisfaction which has an impact on improving the performance of teachers of SMK in Makassar City.

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