

Contribution of Learning Management and Emotional Intelligence to Performance and Work Effectiveness of Teachers at Public Elementary School in Barambai Sub-District

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Abstract:*In the world of education the quality of human resources also greatly determine the level of success in achieving school goals. However, when viewed in terms of quality, education is currently far from being expected. This research is to explore about the contribution of learning management and emotional intelligence to performance and work effectiveness of teachers at public elementary school in Barambai sub-district. The population in this study as many as 158, the sample based on the proportional sampling that is 113 people. The instrument of data collection is questionnaire, which has fulfilled the requirement of validity and reliability test. Data analysis used simple regression and multiple regression. Result of research: (1) there is positive and significant contribution learning management to work effectivity equal to 74,3%, (2) there is positive and significant contribution emotional intelligence to work effectivity equal to 65,3%, (3) there positive and significant contribution of teacher performance to work effectiveness equal to 36,7%, (4) there is positive and significant contribution of learning management to teacher performance equal to 27,6%, (5) there positif and significant contribution of emotional intelligence to teacher performance (6) there is a positive indirect contribution of learning management to work effectiveness through teacher performance of 64.5%, 'and (7) there is positive and significant indirect contribution of emotional intelligence to work effectiveness through performance teachers amounted to 49.9%. Suggestions: (1) the teachers are advised to plan assessments according to the objectives and evaluation criteria, learning-starting skills, attitude assessment, feelings, desire to achieve goals, understand the needs and interests of others, inspire others to respond, mastered learning theory and principles of learning, responsible and proud to be teachers, communicating, developing profession, increasing the quantity of work, thorough. (2) the principal is advised to undertake the training of learning, ESQ training, and performance appraisal. The head of the education office of Barito Kuala sub-district is advised to foster and develop teachers 'skills in learning management, ESQ training for teachers to improve teachers' emotional intelligence, PKB training (on going performance assessment) to teachers, and guide teachers in work effectiveness.*

Keywords:*learning management, emotional intelligence, performance, teacher effectiveness*

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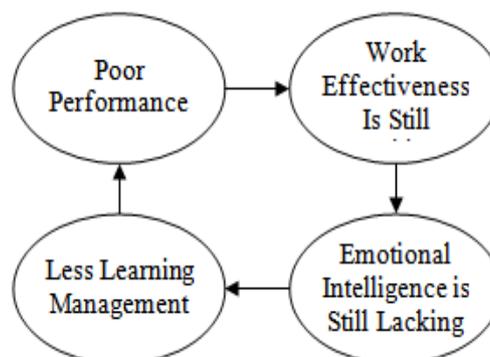
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I. Introduction

Background

Ideally the teacher is in accordance with the government's expectation based on UURI No.14 of 2005 concerning Teachers and Lecturers Article 2 paragraph (1), stated that the teacher as a professional staff of Minister of National Education Number 16 of 2007 concerning teacher performance appraisal.

The reality is that it happened to the elementary school teacher in Barambai Sub-district:



Formulation of the problem

1. How much is the contribution of learning management to the work effectiveness of Barambai state elementary school teachers?
2. How much is the contribution of emotional intelligence to the work effectiveness of Barambai state elementary school teachers?
3. How big is the contribution of the teacher's performance to the work effectiveness of Barambai state elementary school teachers?
4. How much is the contribution of learning management to the performance of Barambai state elementary school teachers?
5. How much is the contribution of the teacher's emotional intelligence to the work effectiveness of Barambai state elementary school teachers?
6. How much indirect contribution is the management of learning to the effectiveness of the teacher's work through the performance of Barambai state elementary school teachers?
7. How much indirect contribution is emotional intelligence to the work effectiveness of teachers through the performance of Barambai state elementary school teachers?

Research Purposes

The purpose of this research is to describe how big:

1. The contribution of learning management to the work effectiveness of Barambai state elementary school teachers?
2. Contribution of emotional intelligence to the work effectiveness of Barambai state elementary school teachers?
3. The contribution of the teacher's performance to the work effectiveness of Barambai state elementary school teachers?
4. The contribution of learning management to the performance of teachers of Barambai state elementary school teachers?
5. The contribution of the teacher's performance to the effectiveness of Barambai state elementary school teachers?
6. Indirect contribution to the management of learning on the effectiveness of the teacher's work through the performance of Barambai state elementary school teachers?
7. The indirect contribution of emotional intelligence to the effectiveness of the teacher's work through the performance of Barambai state elementary school teachers?

Benefits of Research

Theoretical benefits:

- As a scientific source.

Practical benefits:

- For elementary school teachers in Barambai sub-district, input to increase self-potential.
- For elementary school principals in Barambai sub-district, supporting the policy of implementing the principal's function.
- For the Head of the District Education Office of Barito Kuala, the reference for taking policy for education development and development.

Research Assumptions and Hypotheses

The assumptions underlying the research are as follows:

1. Each teacher has different learning management.
2. Every teacher has different emotional intelligence.
3. Each teacher has different performance abilities.
4. The effectiveness of work between each teacher varies.

Research Hypothesis

1. There is a contribution to the management of learning on the work effectiveness of Barambai state elementary school teachers?
2. There is a contribution of emotional intelligence to the work effectiveness of Barambai state elementary school teachers?
3. There is a contribution of teacher performance to the work effectiveness of Barambai state elementary school teachers?
4. There is a contribution to the management of learning towards the performance of Barambai state elementary school teachers?

5. There is a contribution of teacher's performance to the work effectiveness of Barambai state elementary school teachers?
6. There is an indirect contribution to the management of learning on the work effectiveness of teachers through the performance of Barambai state elementary school teachers?
7. There is an indirect contribution of emotional intelligence to the work effectiveness of teachers through the performance of Barambai state elementary school teachers?

Operational Definition

1. Management of learning
 - Plan learning
 - Implement learning
 - Evaluate learning
2. Emotional intelligence
 - Recognize self emotions
 - Manage emotions
 - Motivate yourself
 - Recognize the emotions of others
 - Fostering cooperative relationships
3. Teacher performance
 - Pedagogic competence
 - Personality competence
 - Professional competence
4. Teacher work effectiveness
 - Quantity of work
 - Work quality
 - Time utilization

Previous Research

Some of the results of previous studies that are relevant to this study include the following:

1. Hakim (2013) in his research entitled "The relationship between academic supervision and transformational leadership of school principals with teacher performance in carrying out teaching management". In his research there was a positive and significant correlation together with the academic supervision of the principal's transformational leadership with an increase in teacher performance in teaching management.
2. Sintia (2013) in a study entitled "The Relationship of Emotional Intelligence and Motivation to the Performance of Public Middle School Teachers in KatinganHilirSubdistrict, Katingan Regency". In his research found there is a relationship with $ryx^2 = 0.477$, this shows that there is a relationship between emotional intelligence and teacher performance.
3. Rafiqah (2015) in his research entitled "The Contribution of Principal Leadership and Emotional Intelligence to the Performance of MTs Teachers in Banjarmasin City". In his research it was found that there was a contribution of managerial skills of the principal and emotional intelligence to teacher performance by 33.80%.
4. Sofwanah's research (2009) with the title: "Contribution of Management of Learning to the Quality of Student Learning Outcomes and Its Impact on School Performance concluded that first, the hypothesis which states" Learning Management contributes positively and significantly to the quality of learning outcomes "is accepted; second, the hypothesis that "innovation learning processes contribute positively and significantly to the quality of learning outcomes" is accepted; third, the hypothesis that "evaluation systems contribute positively and significantly to the quality of learning outcomes" is accepted; fourth, the hypothesis reads "Managing Learning, learning process innovation, and simultaneous evaluation systems contribute positively and significantly to the quality of learning outcomes" tested acceptable; fifth, the hypothesis that reads "the quality of learning outcomes has a direct, positive and significant impact on the quality of school performance" is statistically tested acceptable.
5. Santoso (2014) in his research entitled "The Principal Managerial Skills Contribution and Teacher's Emotional Intelligence to the Effectiveness of Vocational Teachers in the City of Banjarmasin". The results of the study indicate that there is a contribution of the principal's managerial skills to the teacher's work effectiveness, there is a contribution of teacher's emotional intelligence to the work effectiveness of the teacher and there is a contribution of the principal's managerial skills and work satisfaction together to the effectiveness of the teacher's work.

Theoretical Basis

Management of Teacher Learning

Government regulation number 74 of 2008 stipulates that the principal task of the teacher is:

1. Develop teaching programs, present teaching programs, carry out learning evaluations, compile learning analysis, and develop programs for improvement and enrichment of students who are the responsibility.
2. Develop a guidance program.
3. Carry out the evaluation of the implementation of guidance, prepare an analysis of the results of the implementation of guidance and follow-up in the guidance program for students who are the responsibility.

According to Gagne and Briggs (Majid, 2005)

A good learning plan is to include:

1. Learning objectives.
2. Study materials, teaching materials, teaching approaches and methods, teaching media and learning experiences.
3. Evaluation of success.

Emotional Intelligence

- According to the Golmen (1995) Emotional Quotient (EQ) is the ability as a person who can maintain motivation and tolerance for problems and control oneself in critical conditions and encouragement and keep calm, happiness, regulate mentality, mood and not let confusion affect his power his mind. Golmen also argue that the success of one's life is mostly 80% contributed by emotional intelligence while the remaining 20% is contributed by intellectual intelligence.
- According to Akinboye (2003) emotional intelligence plays a role in human life, especially in determining success in work because with the presence of emotional intelligence in a person, it can motivate yourself to move forward and have a good relationship with others.

Teacher performance

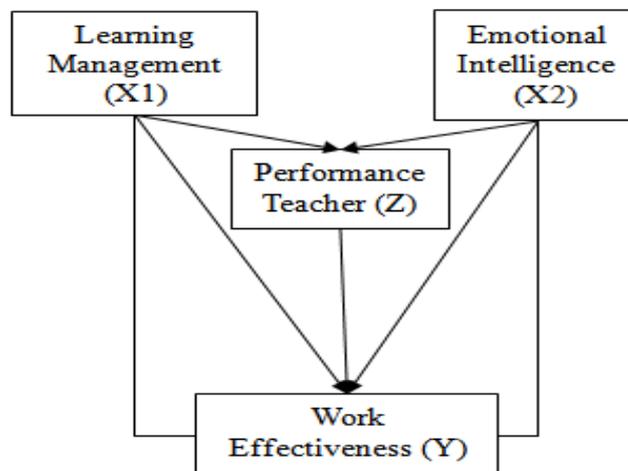
- According to Rivai (2005) performance is a translation of the word performance which is defined as the results or level of success of a person as a whole during a certain period to carry out tasks compared to various possibilities, such as work standards, targets or targets or predetermined criteria and agreed upon.
- Nawawi (2005) states that performance (work performance) is an act or behavior of a person that can be directly or indirectly observed by others.

Work Effectiveness

- Anwar (2004) suggests that work effectiveness is how much and how far the tasks that have been described can be realized or implemented that relate to tasks, cooperation, and responsibilities that describe behavior patterns as actualization of their competencies.
- Siagian (2008) states that work effectiveness means the completion of the right work at a predetermined time.

II. Methods

Research Designs:



Research Populations:

No.	School Name	Total Number of Teachers
1	SDN Bagagap	11
2	SDN Sungai Kali	10
3	SDN Barambai 1	12
4	SDN PendalamanBaru	9
5	SDN BarambaiKolam Kiri 1	11
6	SDN BarambaiKolam Kiri 2	10
7	SDN BarambaiKolam Kiri 3	12
8	SDN BarambaiKolam Kiri 4	11
9	SDN BarambaiKolam Kiri 5	9
10	SDN BarambaiKolamKanan 1	12
11	SDN BarambaiKolamKanan 2	10
12	SDN BarambaiKolamKanan 3	11
13	SDN KaryaTani	10
14	SDN KaryaBaru	9
15	SDN Lukup	11
	Amount	158

Research Sample:

No.	School Name	Total Number of Teachers
1	SDN Bagagap	8
2	SDN Sungai Kali	7
3	SDN Barambai 1	9
4	SDN PendalamanBaru	6
5	SDN BarambaiKolam Kiri 1	8
6	SDN BarambaiKolam Kiri 2	7
7	SDN BarambaiKolam Kiri 3	9
8	SDN BarambaiKolam Kiri 4	8
9	SDN BarambaiKolam Kiri 5	6
10	SDN BarambaiKolamKanan 1	9
11	SDN BarambaiKolamKanan 2	7
12	SDN BarambaiKolamKanan 3	8
13	SDN KaryaTani	7
14	SDN KaryaBaru	6
15	SDN Lungkup	8
	Amount	113

III. Results And Discussion

- A. There is a contribution between the management of learning towards the effectiveness of the work of the elementary school teacher in the district of Barambai.
- Demonstrate the value Fcount 0.862 with significant numbers 0.000 because the number sig = 0.000 < 0.05, then Ho is rejected. The coefficient of determination contribution to the effectiveness of the management of learning is $r^2 = 0.862 = 0.743$ with significant level of 5% to N = 113. Contributions study on the effectiveness of having a confidence level of 95% or more significant. Variable management of learning and work effectiveness has Fcount namely 320.963 with F table = 3.90. So F count > F table then Ho is rejected means learning management have contributed to the effectiveness of the work amounted to 74.3%.

- This study has proven that there is a contribution of learning management to the work effectiveness of teachers in SD Negeri in Barambai district. The higher the level of management of learning done by the teacher, the higher the level of work effectiveness of teachers in public elementary schools in Barambai, and vice versa. The results of this study in line with the opinion of Majid (2005) Learning Management must prepare lesson preparation thus obtained various aspects of teaching effectiveness.

B. There is a Contribution of Emotional Intelligence to Work Effectiveness in Public Schools in Barambai District

The results of this study explain the correlation test of significance value there is the contribution of emotional intelligence to the work effectiveness of public elementary school teachers in Barambai sub-district is 0.000. The significance value is less than the probability value 0.05 or the value $0.000 < 0.005$, with a significance level of 5% for $N = 113$ means that the contribution of emotional intelligence to work effectiveness has a confidence level of more than 95% or significant.

The variables of emotional intelligence and work effectiveness have F_{count} , that is 209.292 with $F_{table} = 3.90$. So $F_{count} > F_{table}$ then H_0 is rejected. A positive F value indicates that emotional intelligence has a relationship with work effectiveness with a value of r count 0.808, so the coefficient of determination of the contribution of emotional intelligence to work effectiveness is $r^2 = 0.808^2 = 0.653$. This illustrates that the contribution of emotional intelligence to work effectiveness amounting to 65.3%. From the description above, it can be concluded that there is an emotional intelligence contribution to work effectiveness at SD Negeri in Barambai sub-district of 0.653.

Means that the higher the level of emotional intelligence, the higher the level of work effectiveness in public elementary schools in Barambai sub-district, whereas the lower the level of emotional intelligence, the lower the level of effectiveness of teachers in elementary schools throughout Barambai. This study is in line with the opinion of Akinboye (2004) that emotional intelligence plays a role in human life, especially in determining success in work because with the presence of emotional intelligence in a person, then people can motivate themselves to move forward and have good relationships with others.

C. There is a Contribution of Teacher's Performance to Work Effectiveness in Public Schools in Barambai District

The results of this study explain the significance correlation test there is a contribution of teacher performance to the work effectiveness of public elementary school teachers in Barambai sub-district is 0.000. Significant value is 5% for $N = 113$, meaning that the contribution of teacher performance to work effectiveness has a confidence level of more than 95% or significant. Teacher performance variables and work effectiveness have F_{count} that is 64.359 with $F_{table} = 3.90$. So $F_{count} > F_{table}$ then H_0 is rejected. A positive F value indicates that the teacher's performance has a relationship with work effectiveness.

The results of the correlation between teacher performance and work effectiveness above show the value of r count 0,606, so the coefficient of determination of the contribution of teacher performance to work effectiveness is $r^2 = 0.608^2 = 0.367$. This illustrates that the teacher's performance has an effect on work effectiveness of 36.7%. Based on the description above, it can be concluded that there is a contribution of teacher performance to work effectiveness in SD Negeri in Barambai sub-district of 0.367. Means that the higher the teacher's performance, the higher the level of work effectiveness of teachers in SD Negeri in Barambai sub-district, whereas the lower the teacher's performance, the lower the level of effectiveness of teachers in elementary schools in Barambai.

This study explains there is a contribution of teacher's performance to the work effectiveness of teachers in elementary schools in Barambai district in accordance with Samsudin (2006) performance as the implementation of tasks that can be achieved by someone using existing capabilities and limits that have been set to achieve organizational goals.

D. There is Contribution of Learning Management to Teacher's Performance in Public Schools in Barambai District

The results of this study explain the significance value of Jan's learning management contribution to the performance of elementary school teachers in Barambai sub-district is 0.000. The significance value is smaller than the probability value of 0.005 or the value of $0.000 < 0.05$ with a significance level of 5% for $N = 113$, meaning that the contribution of learning management to teacher performance has a confidence level of more than 95% or significant. Management variables and teacher performance have F_{count} 42.420 with $F_{table} = 3.90$. So $F_{count} > F_{table}$ then H_0 is rejected. A positive F value indicates that learning management has a direct relationship with teacher performance. The correlation test of learning management with the teacher's performance above shows the value of r count 0.526 so that the coefficient of determination of the contribution

of learning management to the teacher's performance is $r^2 = 0.5262 = 0.276$. This illustrates that learning management has an effect on teacher performance by 27.6 %.

Based on the description above, it was concluded that there was a contribution of learning management to the teacher's performance in elementary schools in Barambai sub-district of 0.276. It means that the higher the level of management of learning carried out by the teacher, the higher the teacher's performance in elementary schools in Barambai and vice versa. The results of this study are reinforced by the opinion of Usman (2011) suggests that the implementation of learning follows the procedure of starting lessons, managing teaching and learning activities, organizing time, students and learning facilities, carrying out assessment of learning processes and results, and ending learning.

E. Contribution of Emotional Intelligence to Teacher's Performance in Public Schools in Barambai District

The results of this study explain the value of the significance of the contribution of emotional intelligence to the performance of elementary school teachers in Barambai sub-district is 0.000. The significance value is less than the probability value of 0.05 or the value of $0.000 < 0.05$, with a significance level of 5% for $N = 113$, meaning that the contribution of learning management to teacher performance has a confidence level of more than 95% or significant. The variables of emotional intelligence and teacher performance have F_{count} that is 55.579 with F_{table} 3.90. So $F_{count} > F_{table}$ so H_0 is rejected can be concluded that the variables of emotional intelligence have a contribution to the teacher's performance. A positive F value indicates that emotional intelligence has a relationship with the teacher's performance.

The results of the correlation test of emotional intelligence with teacher performance above shows the value of r count 0.578 so that the coefficient of determination of the contribution of emotional intelligence to teacher performance is $r^2 = 0.5782 = 0.334$. This illustrates that emotional intelligence influences teacher performance by 33.4%. Based on the description above, it was concluded that there was an emotional intelligence contribution to teacher performance at SD Negeri in Barambai sub-district of 0.334. It means that the higher the level of emotional intelligence, the higher the teacher's performance in SD Negeri Barambai and vice versa.

The results of this study indicate that there is a contribution of emotional intelligence to the performance of teachers in public elementary schools in Barambai sub-district, and this study is in line with Suharsaputra's opinion (2010) illustrating that factors that affect a person's performance are factors that affect a person's performance, namely individual factors. with typical psychological characteristics, and organizational factors interact in a process that can realize a quality of work in a person's work environment.

F. Indirect Contribution of Learning Management to Teacher's Work Effectiveness Through Teacher's Performance in Public Schools in Barambai District

The results of this study explain the significance value of the indirect contribution of learning management to work effectiveness through the teacher's performance at SD Negeri in Barambai sub-district is 0.000. The significance value is less than the probability value of 0.05 or the value of $0.000 < 0.05$ with a significant level 5% for $N = 113$ the value of r count 0.803, so the coefficient of determination of the contribution of management learning to work effectiveness is $r^2 = 0.8032 = 0.645$. This illustrates that indirect participation in the management of learning through teacher performance has an effect on work effectiveness as much as 64.5%.

A single calculation of the Z value is obtained at 5.04. Because the Z value obtained is $5.04 > 1.98$ then H_0 is rejected. Thus the above test proves that performance is able to mediate the indirect effect of learning management on work effectiveness through teacher performance in elementary schools throughout Barambai sub-district. Based on the description, it was concluded that there was an indirect contribution to the management of learning on work effectiveness through the teacher's performance in the SD Negeri Barambai sub-district of 0.645.

Means that the higher the level of teacher's ability in managing learning, the higher the level of work effectiveness will result in teacher performance in elementary schools throughout Barambai sub-district, and vice versa. The above is in line with Majid's opinion (2005) in the management of learning so that teachers make learning preparations to understand various aspects related to the development of teaching preparation, both nature, function, principles and development procedures for teaching preparation and measuring teaching effectiveness so that it is effective and effective.

G. Indirect Contribution of Emotional Intelligence to Work Effectiveness through Teacher Performance in Public Schools in Barambai District

The results of this study explain the significance value of the indirect contribution of emotional intelligence to work effectiveness through teacher performance in elementary schools throughout Barambai sub-

district is 0.000. Significant value is smaller than the probability value of 0.05 or the value of $0.000 < 0.05$ with a significant level 5% for $N = 113$, the correlation test results of emotional intelligence with work effectiveness through teacher performance is $r^2 = 0.7062 = 0.499$. This illustrates that the participation of emotional intelligence through teacher performance contributes to work effectiveness of 49.9%. The Sobel test calculation above the Z value is obtained at 5.44. Because the Z value obtained is $5.44 > 1.98$ then H_0 is rejected. Thus the above test proves that performance is able to mediate the influence of emotional intelligence on work effectiveness. Or in other words, there is a contribution of emotional intelligence to work effectiveness through teacher performance in elementary schools throughout Barambai District.

Based on the description above, it can be concluded that there is an indirect contribution of emotional intelligence to work effectiveness through teacher performance at SD Negeri in Barambai sub-district of 0.499. Means that the higher the emotional intelligence of the teacher, the higher the effectiveness of the teacher's work that will improve the performance of teachers in public elementary schools Barambai District and vice versa. This is in agreement with Ginanjar (2005) which states that emotional intelligence occurs when stimuli arise, automatically the emotional radar or brain function of a person will respond positively or negatively. Therefore emotional control is needed to keep the emotional position always in a stable position. This emotional intelligence supports a person to improve work effectiveness, then produce performance.

IV. Conclusion

Conclusions

- The results of the analysis of the Contribution of the Management of Learning and Emotional Intelligence to the Performance and Effectiveness of Teachers in SD Negeri se Barambai District are as follows:
- There is a positive and significant contribution to the management of work effectiveness of 74.3%
- There is a positive and significant contribution of emotional intelligence to work effectiveness of 65.3%
- There is a positive and significant contribution of teacher performance to work effectiveness of 36.7%
- There is a positive and significant contribution to learning management towards teacher performance by 27.6%
- There is a positive and significant contribution of emotional intelligence to teacher performance by 33.4%
- There is a positive and significant contribution to the management of learning on work effectiveness through teacher performance of 64.5%
- There is a positive and significant contribution of emotional intelligence to work effectiveness through teacher performance of 49.9%.

Suggestions

Teachers are advised to pay attention to the management of learning, sharpen emotional intelligence on aspects of understanding feelings, needs and desires of others, performance is improved by paying attention to responsibility, pride in being a teacher, communication with fellow teachers, parents and community, also improving work effectiveness in aspects quantity of work, accuracy and time.

- Headmaster
- Carry out teaching supervision, guide teachers in work effectiveness and improve emotional intelligence through ESQ training.
- For the Head of the District Education Office of Barito Kuala
- Fostering and developing the capacity of principals and teachers in learning management, holding ESQ training, PKB training.

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