



Analysis of teacher performance improvement through development of management effectiveness, innovation, and emotional intelligence using sequential explanatory method

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Abstract

The purpose of this study is to determine the relationship of management effectiveness, innovation, and emotional intelligence with the performance of madrasa teachers in Merangin district. Variables of management effectiveness, innovation, and emotional intelligence serve as independent variables while teacher performance is the dependent variable. The number of research samples are 138 teachers taken by proportional random sampling and hypothesis testing using with a level of significance 0.05. The research used a combination of quantitative and qualitative analysis with the sequential explanatory design. It was concluded that there is a significant and positive relationship between independent variables of management effectiveness, innovation, and emotional intelligence with the performance of teachers. Management effectiveness contributed 82.17 % to teacher performance, Innovation contributed 42.3% to teacher performance, and emotional intelligence contributed 14.6% to teacher performance. Management effectiveness, innovation, and emotional intelligence simultaneously contributed 35.3 % to teacher performance, while other factors influenced 64.7% of teacher performance.

Keywords: management effectiveness, innovation, emotional intelligence, and teacher performance

1. Introduction

Improving the quality of education is influenced by many factors. But when viewed from the side of the process, teacher performance is an essential factor that determines the quality of education in addition to other factors such as students, curriculum, facilities and infrastructure and so on. Thus, improving the quality of education is closely related to improving teacher performance. The urgency of improving teacher performance is undoubtedly closely related to the duties of educators. From this, it can be understood that teachers who have high performance will be able to manage learning optimally and will reach the maximum results and vice versa.

The teacher's performance is a performance of the teacher in carrying out duties as an educator, teacher, and trainer following the regulations applied. The quality of teacher performance will determine the quality of education outcomes because the teacher is the party mostly in direct contact with students in the process of learning in educational institutions to achieve learning goals effectively and efficiently. There are many factors behind the teacher's performance in teaching. Effectiveness of management, innovativeness and emotional intelligence are parts that influence the performance of teachers with reference to private madrasa in Merangin, Jambi province, Indonesia. The reality in the field shows the performance of madrasa teachers ranging from planning, implementing the learning process, evaluating and conducting research to improve the low learning process. It is thought that there is a relationship with effectiveness management, innovativeness, and teacher's emotional intelligence. Based on the background of the problem, it is urgent to conduct further research on the effect of management effectiveness, emotional

information and innovativeness on madrasa teachers' performance in the Jambi city.

2. Methods

The research design used in this research is *sequential exploratory*, which is collecting and analyzing qualitative data than collecting and analyzing quantitative data. In this study more emphasis is on qualitative methods. Further, the analysis used is a combination of deductive and inductive (*mixed*). The mixed research method used in this study is an approach to investigate an object by combining or connecting forms of qualitative research and quantitative research forms.

The method used in this study is a survey method with a correlational approach. This research variable consists of three independent variables, namely management effectiveness (X_1), Innovative (X_2), Emotional Intelligence (X_3) with the dependent variable, namely the performance of madrasa teacher (Y).

This research will begin with the stage of making the instrument, followed by the testing phase of the device with statistical calculations. The next step is to get instrument validation and instrument reliability, then, the instrument is distributed to the predetermined sample.

3. Result and discussion

The quality of education is also determined by work performance of madrasa personnel, including teachers ^[1]. Creative and innovative behavior realized in teacher performance is highly expected so that it can improve the quality of work which ultimately affects the increase of school productivity. Performance is the level of success of a person or group in carrying out their duties following their

responsibilities and authority based on performance standards that have been set for a certain period in the framework of achieving organizational goals [2].

Based on observations of teacher performance variables, it was found that the performance of teachers in madrasas had not run well evidenced from the lesson plan where not all the teachers had compiled themselves. In the implementation of learning many used the lecture method without using teaching media. The teacher does not have a question bank and in evaluating learning outcomes students do not carry out an analysis of both the questions and the results of learning evaluation. Most teachers have never conducted action research to improve the learning process and improve student learning outcomes.

Effectiveness is the ability to choose the right goals or the right equipment to achieve the goals set [3]. Efficiency is an activity that depends on the productive interaction of several dimensions or related institutions [4]. A teacher is a manager as in addition to being able to carry out management processes that refer to management functions, he/she must also understand and apply the substance of education. The teacher management capability in this study is an assessment of the ability and expertise of a leader in the class in moving students to work well in achieving organizational goals. Teachers must be able to perform management functions properly including (1) planning, (2) organizing, (3) implementation/control, and (4) supervision. Aspects managed by management include production, marketing, human resources and finance, and other resources [5].

Based on the results of the analysis, it can be seen that there is a corresponding relationship between management effectiveness and teacher performance. Hypothesis testing results showed that the regression equation shows the positive functional relationships and significant between the X_1 to Y with regression equation $Y = 651.758 + 1.014 X_1$ with $F_{\text{count}} > F_{\text{table}}$ or $651.758 > 3.91$ for $F_{\text{table}} \alpha = 0.05$, and $651.758 > 6.82$. For $F_{\text{table}} \alpha = 0.01$ which means significant or linear regression. The determinant coefficient is $r^2_{y1} = 0.827$. This means that 82.7% of teacher performance is the result of management effectiveness variables while 17.3% is contributed by other variables that have a relationship to improve teacher performance. From the analysis of qualitative research results through observation, interview, FGD, and documentation study at madrasa, it can be seen that there is a relationship between the management effectiveness on teacher performance, which means strengthening the results of quantitative research. Thus it can be concluded, that the higher the management effectiveness, the higher the teacher's performance and the lower the management effectiveness of the principal the lower the teacher's performance. This is consistent with research was written before, that management effectiveness would lead to teacher performance [6].

Innovation is an idea, practice or object that can be understood as something new, or has another meaning that is adopting from something that is not new. Renewal or innovation in the education world is often interpreted as an effort of educational institutions in bridging the present and the future by introducing new curriculum or teaching methodologies in response to internal and external developments in the world of education that tend to spell efficiency and effectiveness [8].

Based on the results of the analysis, it can be seen that there is a corresponding relationship between innovations and teacher performance. Hypothesis testing results showed that the regression equation showed positive functional relationships and significant correlation between X_2 and Y . As for regression equation $Y = 62.060 + 0.428 X_2$ with $F_{\text{count}} > F_{\text{table}}$ or $31,321 > 3.91$ for $F_{\text{table}} \alpha = 0.05$, and $651.758 > 6.82$. For $F_{\text{table}} \alpha = 0.01$ which means significant or linear regression. With the findings above, the hypothesis which states that there is a positive relationship between innovativeness and teacher performance means that an increase in innovation will also lead to an increase in teacher performance. The determinant coefficient is $r^2_{y2} = 0.423$. This means that 42.3% of teacher performance is the result of the operation of an innovative variable while 67.7% is contributed by other variables that have a relationship to improve teacher performance. From the analysis of qualitative research results through observation, interview, FGD, and documentation study at the school, it can be seen that there is a relationship between the innovation on teacher performance, which means strengthening the results of quantitative research. Thus it can be concluded, that the higher the innovation, the higher the teacher's performance and the lower the innovation of the principal the lower the teacher's performance

Emotion is an essential aspect in human life, because feelings can be behavioral motivators in the sense of increasing, but can also interfere with the intentional behavior of humans [10]. Emotional competence is a deep understanding recognizes "strength, lack, need and direction of moving direction" [11]. Emotional Intelligence is a way of thinking to understand emotions such as feeling happy, bored, and angry. This means emotional intelligence is an emotional ability and awareness to handle feelings, be aware of other people's opinions, be able to empathize, entertain, guide, ability to control impulses, delay gratification, motivate themselves, read other people's social cues [12].

Based on the results of the analysis, it can be seen that there is a corresponding relationship between emotional intelligence and teacher performance. Hypothesis testing results showed that the regression equation showed positive functional relationships and significant correlation between X_2 and Y . The relationship is shown in regression equation $Y = 62.060 + 0.428 X_2$ with $F_{\text{count}} > F_{\text{table}}$ or $31,321 > 3.91$ for $F_{\text{table}} \alpha = 0.05$, and $651.758 > 6.82$. For $F_{\text{table}} \alpha = 0.01$ which means significant or linear regression. With the findings above stated that the hypothesis which states the creation of a positive relationship between innovativeness and teacher performance, meaning that increased innovation will also lead to an increase in teacher performance. The determinant coefficient is $r^2_{y2} = 0, 423$. This means that 42.3% of teacher performance is the result of the operation of an innovative variable while 67.7% is contributed by other variables that have a relationship to improve teacher performance. Increasing innovative scores will improve teacher performance. Similarly, based on the analysis of qualitative research results through observation, interviews, FGD, and documentation study, it can be seen that there is a relationship between emotional intelligence and teacher performance, which means strengthening the results of quantitative research. Thus it can be concluded, that the higher the emotional intelligence, the higher the teacher's

performance and the lower the emotional intelligence, the lower the teacher's performance, it can be said that emotional intelligence can improve teacher performance in schools, in other words improving teacher performance can be realized if there is intelligence emotionally owned by the teacher at school.

To test the hypothesis that there is a positive relationship between Management Effectiveness (X_1), Innovation (X_2) and Emotional Intelligence (X_3) with Teacher Performance together with Teacher Performance (Y), it is necessary to test the significance of the multiple regression equation using the F test. Hypothesis requirements are accepted if $F_{count} > F_{table}$. Correlation coefficient value $r_{y1.2.32.301}$ at significant level ($\alpha = 0.05$) with $r_{table} = 0.159$, significant level ($\alpha = 0.01$) with $r_{table} = 0.210$, then $r_{count} > r_{table}$, so it can be concluded that there is a positive relationship between management effectiveness, innovativeness and emotional intelligence together with teacher performance. Increasing innovative scores will improve teacher performance. The results of testing the hypothesis, shows that the regression equation shows a positive and significant functional relationship between X_2 and Y . the regression equation $Y = 62.060 + 0.428 X_2$ with $F_{count} > F_{table}$ or $21.245 > 2.67$ for $F_{table} \alpha = 0.05$, and $21.245 > 3.93$ for $F_{table} \alpha = 0.01$ which means significant or linear regression. With the findings above it is stated that the hypothesis which states that there is a positive relationship between management effectiveness, innovativeness, and emotional intelligence together with teacher performance, means that an increase in innovation will also lead to an increase in teacher performance. The determinant coefficient is $r^2_{y1.2.3} = 0.353$. This means that 35.3% of teacher performance is the result of working variables Management effectiveness, innovativeness, and emotional intelligence together, while 64.7% are contributed by other variables that have a relationship to improving teacher performance.

Likewise, based on research results from interview analysis, FGD, and documentation at madrasa in Jambi, it is known that there is a tendency of the relationship between management effectiveness, innovation and emotional intelligence with teacher performance which strengthens the results of quantitative research.

4. Conclusion

1. There is a very significant positive relationship between management effectiveness and teacher performance, with a correlation coefficient $r = 0.821$. This means that 82.17 % variation in teacher performance. Thus can be stated that strong management effectiveness will lead to higher teacher performance. On the contrary, management effectiveness will bring low teacher performance
2. There is a significant positive relationship between innovation and teacher performance, with a correlation coefficient $r = 0.423$. This means that 42.3 % variation in teacher performance. Thus can be stated that higher the innovation, the higher the results of teacher performance, on the contrary, the lower the innovation, the lower the effects of teacher performance
3. There is a significant positive relationship between emotional intelligence and teacher performance, with a

correlation coefficient $r = 0.423$. This means that 42.3 % variation in teacher performance. Thus can be stated that higher the emotional intelligence, the higher the results of teacher performance, on the contrary, the lower the emotional intelligence, the lower the effects of teacher performance

4. There is a significant positive relationship between management effectiveness, innovation, and emotional intelligence together with teacher performance. The coefficient of determination is $(r_{y123})^2 = 0.353$ The coefficient of determination shows that 35.3% of teacher performance can be explained by variables of management effectiveness, innovation, and emotional intelligence

5. References

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