

THE INFLUENCE OF EMOTIONAL INTELLIGENCE AND WORK ENVIRONMENT ON JOB SATISFACTION IN STATE VOCATIONAL SCHOOL TEACHERS IN THE EAST JAKARTA REGION

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Abstract

This study aims to analyze the effect of Emotional Intelligence and Work Environment on Job Satisfaction in State Vocational High School Teachers in the East Jakarta Region. This research was conducted for six months from October 2021 to March 2022. The method used in this study was a survey or questionnaire distribution using a Likert scale. The sample used in this study obtained 227 teacher respondents from 13 State Vocational Schools in East Jakarta who were accredited A. Based on the research conducted, it was found that there was a positive influence between Emotional Intelligence and Job Satisfaction and there was also a positive influence between Work Environment and Job Satisfaction.

Keywords:

*Kecerdasan Emosional,
Lingkungan Kerja, Kepuasan
Kerja.*

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh antara Kecerdasan Emosional dan Lingkungan Kerja terhadap Kepuasan Kerja pada Guru SMK Negeri di Wilayah Jakarta Timur. Penelitian ini dilakukan selama enam bulan Oktober 2021 sampai dengan bulan Maret 2022. Metode yang digunakan dalam penelitian ini adalah survey atau penyebaran kuesioner dengan menggunakan skala likert. Sampel yang digunakan dalam penelitian ini didapatkan 227 responden guru dari 13 SMK Negeri di Jakarta Timur yang berakreditasi A. Berdasarkan penelitian yang dilakukan diperoleh hasil bahwa terdapat pengaruh yang positif antara Kecerdasan Emosional dengan Kepuasan Kerja dan terdapat pengaruh yang positif pula antara Lingkungan Kerja dan Kepuasan Kerja.

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INTRODUCTION

In a school organization there are important elements that make activities at school run smoothly. One of these elements is the teacher as Human Resources (HR). This is because the teacher is directly involved in the teaching and learning process and also as a practitioner of educational theories in schools. Teachers are a factor that has a big influence in building the quality of education in a country, including Indonesia. As a teacher, you are required to always behave professionally, in accordance with what is stated in the National Education System Law (Sisdiknas) Number 20 of 2003 Article 39. In that article it is stated that "Educators are professionals tasked with planning and carrying out the learning process, assessing learning outcomes, conducting mentoring and training, as well as conducting research and community service".

However, the meaning of the law has not been fully realized in Indonesia. This can be seen from the results of the 2018 Program For International Student Assessment (PISA) in the reading ability category, Indonesia was ranked 74th out of 79 countries, while for the assessment of math abilities and science abilities, Indonesia was ranked 73rd and 71st out of the 79 participating countries of PISA (Hewi & Shaleh, 2020). For a nation, to improve the quality of education is very dependent on the quality of its teachers. With the fulfillment of teacher job satisfaction, it will increase the performance of the teacher to the fullest.

According to Roby Maiva Putra and Raja Arlizon (2021), teachers have a dominant influence in the process of achieving goals and the quality of an education. If the teacher's performance can run optimally, of course it will make it easier for schools to achieve their goals, one of which is to improve the quality of education in Indonesia. Therefore it is appropriate for schools to pay more attention to the factors that can increase the job satisfaction of their teachers.

Researchers conducted a pre-survey on 31 teachers spread across 6 State Vocational Schools in East Jakarta. Based on the results of the pre-survey, out of 6 schools that had filled out the pre-research questionnaire, 31 respondents stated that they had experienced dissatisfaction with their jobs as teachers. This can indicate that there are problems of job satisfaction in several State Vocational Schools in East Jakarta. Based on data obtained from distributing further questionnaires regarding the factors that influence teacher job satisfaction in several State Vocational Schools in East Jakarta, it is known that the factor that influences the highest job satisfaction is the poor management of teacher emotions/mood at 64.5%. Several teachers stated that it was difficult to control their emotions while working, especially during a pandemic like today. Sometimes there are some personal problems that affect the actions taken while at work. Emotional control over students is also often difficult to do, especially if you find students who are difficult to manage and don't want to submit their assignments on time. A person's lack of stability in controlling his emotions will certainly affect his performance at work.

Meanwhile, the next highest factor was an uncomfortable work environment or social environment of 54.8%. Facilities and infrastructure in the workplace are one of the units in the work environment that must be considered as well as comfort. A supportive work environment will certainly make a person's performance smoother and more effective. Complaints from some teachers regarding facilities in the work environment which often suffer damage such as printers, LCD projectors, computers in laboratories, and others. This often hinders teacher performance and lowers their job satisfaction. Based on the background of the various problems that affect teacher job satisfaction above, therefore researchers feel interested in researching "The Influence of Emotional Intelligence and Work Environment on Teacher Job Satisfaction".

THEORITICAL REVIEW

1. Job Satisfaction

Has various goals that must be achieved optimally. One thing that must be considered to achieve this is teacher job satisfaction. If teacher satisfaction at work can be fulfilled properly, it will provide high morale as well. Fajar Maya Sari explained that job satisfaction reflects a person's feelings towards his work, which appears in the positive attitude of employees towards work and everything that is encountered in the work environment (Sari, 2013). According to Bernhard Tewal job satisfaction (job satisfaction), a positive feeling about one's job which is the result of evaluating its characteristics (Tewal et al., 2017). In line with Tewal's statement, Farid Firmansyah also argued that job satisfaction is a positive or pleasant emotional statement as a result of appreciation for work and certain work experiences (Firmansyah, 2008).

Luthans (2017) suggests that there are five job indicators that have been identified to measure job satisfaction, namely: (1) The job itself, (2) Salary, (3) Promotion opportunities, (4) Supervision, and (5) Co-workers. According to George and Jones (2008) factors that influence job satisfaction include: (1) Personality compatibility with work, (2) Work environment or social environment, (3) Value or ability possessed by oneself in doing work, (4) work situation, and (5) intelligence in managing emotions (mood) at work.

2. Emotional Intelligence Emotional

Intelligence can be said as a person's ability to manage their emotions. Everyone has a different level of emotional intelligence. For teachers the level of emotional intelligence in him will provide the ability to manage his work to achieve maximum performance. Taedy Faeta Nova explained that emotional intelligence is an ability possessed by a person to receive, assess, manage, and control the emotions of himself and those around him (Nova, 2019). Meanwhile, according to Cooper and Sawaf (2010) emotional intelligence is the ability to feel, understand, and selectively apply the power and sensitivity of emotions as a humane source of energy and influence. Mochammad Ali Noor and Ardiani Ika Sulistyawati (2013) also argue that emotional intelligence requires surveillance of feelings, to learn to recognize, respect feelings in oneself and others and respond appropriately, applying emotional energy effectively in everyday life.

According to Catherine Prentice and Brian King (2011) the indicators of emotional intelligence are as follows: (1) Mood regulation is the management of emotions that makes it easier to achieve goals by managing one's own conditions, impulses, and resources. (2) Social skills are intelligence in responding to responses desired by others. (3) Emotional assessment is knowing one's own condition, preferences, resources, and intuition.

3. Work

Environment The work environment includes everything that surrounds a person in his work. For a teacher their work environment is the school environment, as a place to teach and educate students. In accordance with the statement of Aiful Amsyari, et al which states that the teacher's work environment (school environment) is an enduring characteristic that describes certain psychological characteristics of a school, which distinguishes one school from another, influences the behavior of teachers and students and is a psychological feeling (Amsyari et al., 2019). Meanwhile, according to Sedarmayanti (2009) the work environment is the whole of the tools and materials encountered, the surrounding environment in which a person works, his work methods, and work arrangements both as individuals and as a group. So it can be concluded that

the work environment is everything around the workplace that can affect a person's performance and responsibilities in carrying out his work.

Mangkunegara (2018) suggests that there are several indicators that affect the work environment, namely: (1) Cleanliness, (2) Lighting, (3) Noise, (4) Temperature, and (5) Layout. Meanwhile, according to Dwi Agung Nugroho Arianto (2013) indicators that can measure the work environment are: (1) Coloring, (2) Cleanliness, (3) Lighting, (4) Air Exchange, (5) Music, (6) Security, and (7) Noise.

THEORY FOUNDATION METHOD

This study used a quantitative approach. The quantitative approach according to Ismail (2018) is a research approach that compares or links between one variable and another, the resulting data is numerical or numerical, has hypotheses as initial research allegations, data collection instruments through tests and non-tests, data analysis using statistics and the research results can represent the population. The data collection technique for variables XI, X2, and Y in this study was by distributing questionnaires to teachers of State Vocational Schools in the East Jakarta Region. Furthermore, the measurement used is by using a Likert scale, namely by the way respondents respond to several statement items by providing five levels of choices, among others, strongly agree, agree, undecided, disagree, and strongly disagree. The reachable population in this study were 650 teachers at 13 State Vocational Schools in East Jakarta who were accredited A. The sampling technique used was *purposive sampling*. Determination of the sample is taken and refers to the table determining the number of samples from Isaac and Michael with an error rate of 5%. The sample used in this study were 227 teachers. In this study, it will be explained regarding the influence of the *independent* namely Job Satisfaction on the dependent variable, namely Emotional Intelligence and Work Environment.

Job satisfaction is a positive and emotional attitude of someone who is happy with the work or work experience that he is engaged in. Because in this study using teacher job satisfaction variables, it can be seen job satisfaction as long as someone works as a teacher whose job is to teach and educate students at school. Job satisfaction will be measured through statements that include indicators according to Luthans (2017), Smith, et al. (2017), Wexley and Yukl (2005) namely the work itself, promotion, salary (compensation), supervisor (supervision), and colleagues.

Emotional intelligence is a form of human ability to manage their emotions to be able to understand and control themselves and their relationships with others. Emotional intelligence will be measured through statements that include indicators according to Citro W. Puluhalawa (2013), Catherine Prentice and Brian King (2011), Goleman (2002) namely self-awareness (emotional assessment), self-regulation (mood regulation), and skills social (social awareness).

The work environment is everything that is around the workplace, both physical, such as work support equipment and non-physical, such as relationships between employees and with superiors that can have an influence on whether or not someone is comfortable at work. The work environment will be measured through statements that include indicators according to Sedarmayanti (2009), Dwi Agung Nugroho Arianto (2013), Mangkunegara (2018) namely lighting, air temperature, noise, and cleanliness.

Data processing in this study used the IBM SPSS Version 25.0 (*Statistical Product for Service Solutions*) program. The data analysis technique that will be carried out in this study uses the estimated parameters of the regression model. From the regression equation that will be obtained, the regression test is carried out, so that the equation obtained is close

to the actual situation.

RESULTS AND DISCUSSION

1. Normality Test Results

Table 1. Kolmogorof Smirnov Normality Test Results

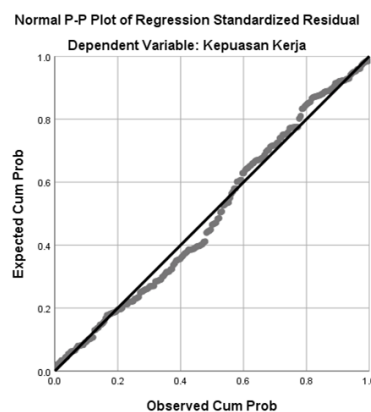
		Kecerdasan Emosional	Lingkungan Kerja	Kepuasan Kerja
N		227	227	227
Normal Parameters ^{a,b}	Mean	33,75	33,53	56,44
	Std. Deviation	6,458	7,512	6,209
Most Extreme Differences	Absolute	0,056	0,046	0,056
	Positive	0,056	0,044	0,056
	Negative	-0,047	-0,046	-0,047
Test Statistic		0,056	0,046	0,056
Asymp. Sig. (2-tailed)		0,080 ^c	0,200 ^{c,d}	0,076 ^c
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				
d. This is a lower bound of the true significance.				

Source: Data processed by Researchers (2022)

It can be seen from the table of the results of the calculation of the Kolmogorov-Smirnov normality test using SPSS Version 25.0 above, it can be seen that the significance value of the Emotional Intelligence variable (X1) is $0.08 < 0.05$, the significance value of the Work Environment variable (X2) is $0.200 < 0.05$ and the significance value of the Job Satisfaction variable (Y) is $0.076 < 0.05$. These results indicate that the research data is normally distributed because the significance value of all variables is greater than 0.05.

Apart from being seen from the significance value of the data, the normality test can also be seen through the Probability Plot Normality Test. The following can be seen the results of the calculations using SPSS Version 25.0:

Figure 1. Probability Plot Normality Test Plot



Source: Data processed by Researchers (2022)

Seen from the chart image of the Normality Probability Plot test results, it can be seen that the data follow the direction of the line and spread around the diagonal line. The above shows that the data is normally distributed and can be continued to the next analysis test.

2. Hasil Uji Linearitas

Tabel 2. Linearity Test Results X1 with Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Kepuasan Kerja * Kecerdasan Emosional	Between Groups	(Combined)	4810,950	28	171,820	8,721	0,000
		Linearity	4249,386	1	4249,386	215,683	0,000
		Deviation from Linearity	561,564	27	20,799	1,056	0,397
	Within Groups		3900,997	198	19,702		
	Total		8711,947	226			

Source: Data processed by researchers (2022)

Judging from the results of the table above, it is known that the Linearity value is 0.000. <0.05 , which means that the variables Emotional Intelligence (X1) and Job Satisfaction (Y) have a linear relationship. Meanwhile, if seen from the significance value of the Deviation from Linearity of $0.397 > 0.05$, which means there is a linear relationship between the two variables. Furthermore, for the calculation of the results of the linearity test for the Work Environment variable (X2) with Job Satisfaction (Y) can be seen below:

Tabel 3. Linearity Test Results X2 with Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Kepuasan Kerja * Lingkungan Kerja	Between Groups	(Combined)	2136,113	33	64,731	1,900	0,004
		Linearity	799,694	1	799,694	23,471	0,000
		Deviation from Linearity	1336,419	32	41,763	1,226	0,202
	Within Groups		6575,834	193	34,072		
	Total		8711,947	226			

Source: Data processed by researchers (2022)

From the results of the table above, it is known that the Linearity value is 0.000 <0.05 , which means that the Work Environment variable (X2) and Job Satisfaction (Y)

have a linear relationship. Meanwhile, if seen from the significance value of the Deviation from Linearity of $0.202 > 0.05$, which means there is a linear relationship between the two variables.

3. Hasil Uji Multikolinearitas

Tabel 4. Multicollinearity Test Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	31,459	1,813		17,353	0,000		
	Kecerdasan Emosional	0,639	0,047	0,665	13,575	0,000	0,927	1,079
	Lingkungan Kerja	0,101	0,040	0,123	2,505	0,013	0,927	1,079

a. Dependent Variable: Kepuasan Kerja

Source: Data processed by researchers (2022)

Judging from the results of the table above, a tolerance value of $0.927 > 0.10$ was obtained and a VIF value of $1.079 < 10$. This indicates that there were no symptoms of multicollinearity in the regression model of this study.

4. Heteroscedasticity Test Results

Tabel 5. Heteroscedasticity Test Results

Correlations					
			Kecerdasan Emosional	Lingkungan Kerja	ABS_RES
Spearman's rho	Kecerdasan Emosional	Correlation Coefficient	1,000	0,293**	-0,032
		Sig. (2-tailed)	.	0,000	0,636
		N	227	227	227
	Lingkungan Kerja	Correlation Coefficient	0,293**	1,000	-0,058
		Sig. (2-tailed)	0,000	.	0,386
		N	227	227	227
	ABS_RES	Correlation Coefficient	-0,032	-0,058	1,000
		Sig. (2-tailed)	0,636	0,386	.
		N	227	227	227

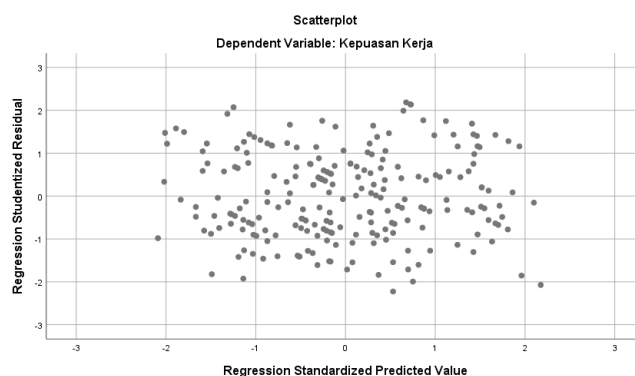
Source: Data processed by researchers (2022)

Judging from the output table above, it is known that the significance value of Emotional Intelligence (X1) is 0.636 and the Work Environment significance value (X2)

is 0.386. Both of these variables have a significance value of > 0.05, which means that the variable regression model in this study does not have heteroscedasticity problems.

Besides being seen from the significance value, the heteroscedasticity test can also be seen from the Scatterplot graph. If the dots do not spread above and below the number 0 on the Y axis and form a certain pattern on the point spread, it can be concluded that there has been a heteroscedasticity problem.

Figure 2. Scatterplot Heteroscedasticity Test



Source: Data processed by researchers (2022)

Judging from the results of the Scatterplot graph above, it can be concluded that there is no heteroscedasticity problem because there is no specific pattern and the points spread above and below the number 0 on the Y axis.

5. Hasil Uji Regresi Linear Berganda

Tabel 6. Multiple Linear Regression Test Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	31,459	1,813		17,353	0,000		
	Kecerdasan Emosional	0,639	0,047	0,665	13,575	0,000	0,927	1,079
	Lingkungan Kerja	0,101	0,040	0,123	2,505	0,013	0,927	1,079

a. Dependent Variable: Kepuasan Kerja

Source: Data processed by researchers (2022)

Based on the table above, we can obtain a multiple regression equation, namely $\hat{Y} = 31.459 + 0.639X_1 + 0.101X_2$.

6. Hasil Uji F

Tabel 7. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4370,971	2	2185,486	112,774	0,000 ^b
	Residual	4340,976	224	19,379		
	Total	8711,947	226			
a. Dependent Variable: Kepuasan Kerja						
b. Predictors: (Constant), Lingkungan Kerja, Kecerdasan Emosional						

Source: Data processed by researchers (2022)

Judging from the table above, it is known that the Fcount value is 112.774. Ftable values are obtained from table F with a significance level of 0.05 with df 1 = number of variables - 1, namely df 1 = 3 - 1 = 2 and df2 = n - k - 1 (n is the number of respondents and k is the number of independent variables), namely df2 = 227 - 2 - 1 = 224. So the Ftable value is 3.04. Because the Fcount value is 112.774 > 3.04, it can be concluded that the Emotional Intelligence (X1) and Work Environment (X2) variables are simultaneously related to the Job Satisfaction variable (Y).

7. Hasil Uji t

Tabel 8. Hasil Uji t

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	31,459	1,813		17,353	0,000		
Kecerdasan Emosional	0,639	0,047	0,665	13,575	0,000	0,927	1,079
Lingkungan Kerja	0,101	0,040	0,123	2,505	0,013	0,927	1,079
a. Dependent Variable: Kepuasan Kerja							

Source: Data processed by researchers (2022)

Judging from the table above, it is known that the tcount value for the Emotional Intelligence variable (X1) is 13.575. The ttable value can be seen from the t distribution table with the formula $t_{table} = (a/2 ; n - k - 1)$ which is obtained (0.025; 224) so the ttable is 1.972. So it can be concluded that tcount is 13.575 > 1.972 ttable, so there is a partial influence between the Emotional Intelligence variable and the Job Satisfaction variable (Y).

Furthermore, the tcount for the Work Environment variable (X2) is 2.505 > 1.972 ttable. It can be concluded that there is a partial influence between the Work Environment variable (X2) and the Work Environment variable (Y).

8. Determination Coefficient Test Results

Tabel 9. Hasil Uji Koefisien Determinasi X1, X2, Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,708 ^a	0,502	0,497	4,402
a. Predictors: (Constant), Lingkungan Kerja, Kecerdasan Emosional				
b. Dependent Variable: Kepuasan Kerja				

Source: Data processed by researchers (2022)

Judging from the model summary table above, it can be seen that the value of R Square (R²) or the influence between Emotional Intelligence (X1) and Work Environment (X2) and Job Satisfaction (Y) is 0.502. This value lies in the range 0.400 – 0.599, therefore there is a strong relationship between the variables Emotional Intelligence (X1) and Work Environment (X2) and Job Satisfaction (Y). Then the percentage influence of Emotional Intelligence (X1) and Work Environment (X2) variables with Job Satisfaction (Y) simultaneously or simultaneously is 50.2%, while the remaining 49.8% is influenced by other variables not examined in this study.

CONCLUSIONS AND SUGGESTION

From the results of data analysis tests in the study The Effect of Emotional Intelligence and Work Environment on Job Satisfaction in State Vocational School Teachers in the East Jakarta Region, the conclusions obtained include the following:

There is a positive and significant relationship between the variable Emotional Intelligence (X1) and Job Satisfaction (Y), it can be seen from the t count value of 13.575 > t table of 1.972. This shows that the lower the teacher's emotional intelligence, the lower the teacher's job satisfaction, and vice versa, the higher the teacher's emotional intelligence, the higher the teacher's job satisfaction.

There is a positive and significant relationship between the Work Environment variable (X2) and Job Satisfaction (Y), this can be seen from the t count of 2.505 > t table of 1.972. This shows that the lower the quality of the teacher's work environment at school, the lower the level of teacher job satisfaction, and vice versa, if the higher the quality of the teacher's work environment at school, the higher the level of teacher job satisfaction.

There is a simultaneous relationship between Emotional Intelligence (X1) and Work Environment (X2) variables on Job Satisfaction (Y). This can be seen from the calculated F value of 112.774 > F table of 3.04. With the regression equation obtained is $\hat{Y} = 31.459 + 0.639X1 + 0.101X2$, it can be concluded that the lower the level of emotional intelligence of teachers and the work environment in schools, the lower the level of teacher job satisfaction. Vice versa also applies, if the higher the level of emotional intelligence of the teacher and the work environment at school, the higher the level of teacher job satisfaction will also be.

Therefore, to increase teacher job satisfaction in schools, especially in State Vocational Schools in the East Jakarta area, schools need to pay attention to the level of emotional intelligence possessed by teachers and also pay attention to the quality of the work environment of teachers in schools.

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