

From Motivation to Mastery: How Intellectual and Emotional Intelligence Drive Teacher Performance

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Abstract

The graduation outcomes and character development of students rely significantly on the effectiveness of teachers, both in the classroom and in extracurricular settings. High-performing teachers are more likely to meet instructional targets, whereas low teacher performance can disrupt the teaching process and negatively impact student learning outcomes. A total of 103 respondents were selected through purposive sampling techniques. Data collection was carried out via questionnaires, followed by analyses including descriptive statistics, validity and reliability tests, normality tests, classical assumption tests, and coefficient of determination analysis. The findings reveal that work motivation significantly and positively influences teacher performance. The analysis yielded an adjusted R-square value of 0.495, suggesting that the independent variables-work motivation, intellectual intelligence, and emotional intelligence together explain 49.5% of the variation in teacher performance, with the remaining 50.5% being influenced by factors outside the scope of this. Additionally, intellectual and emotional intelligence were found to have a positive impact on teacher performance. Implications for School Leadership and Stakeholders The results underscore the importance of school principals serving as role models by exemplifying high work motivation and possessing adequate levels of intellectual and emotional intelligence to inspire and enhance teacher performance. Furthermore, schools are encouraged to implement targeted professional development programs aimed at improving these critical attributes among teachers. Such initiatives might include structured training sessions, mentoring opportunities, and comprehensive support systems to address professional challenges. By fostering a conducive and supportive work environment, these measures can significantly enhance teacher effectiveness and, by extension, educational outcomes.

Keywords: *Work Motivation; Intellectual Intelligence; Emotional Intelligence; Employee Performance*

INTRODUCTION

Human resources are the only resource that possesses intellect, emotions, skills, knowledge, and creativity. In education, human resources are essential for enhancing the quality of other personnel. Enhancing the effectiveness of human resources is an inseparable process from improving the educational services provided by a teacher. One essential area of research in educational organizations, such as schools, is the performance of teachers. A teacher's performance reflects how effectively they fulfill their roles and responsibilities according to the standards set by the policies and strategies of the school they teach at.

During the teaching and learning process, educators play a crucial part in overseeing the activities that occur. As a result, the success of a school as an educational institution is primarily influenced by the performance of its teaching staff, particularly the teachers. Teacher performance refers to the actions or responses of a teacher in their efforts to achieve results in how they carry out their duties. All actions taken as part of a teacher's responsibilities are considered part of their performance. Teacher performance encompasses actual behaviors and work achievements in delivering educational processes within schools. This means that high performance reflects a teacher's professionalism, while low performance indicates the inability to demonstrate appropriate work behaviors Prema Swandewi et al., (2024).

According to Indonesian Law No. 39, Article 2 of Law No. 20 of 2003 on the National Education System, educators are considered professionals responsible for organizing and executing the learning process, evaluating educational outcomes, providing guidance and training, and engaging in research and community service, especially at the higher education level. Additionally, Law No. 14 of 2005, Article 20(a), mandates that teachers must design lesson plans, implement efficient teaching strategies, and assess and evaluate student performance. As highlighted by Syamsir et al., (2018), performance refers to the results achieved by an individual, measured against relevant job standards. Someone who meets established standards or criteria is said to have good performance, while failure to do so is considered poor performance. Thus, a teacher must possess intellectual intelligence to improve their performance in the process of teaching and acquiring knowledge.

Intellectual Intelligence, or IQ, refers to an individual's logical understanding, encompassing their capacity to think, reason, interpret, and remember, as well as their ability to calculate and perform other logical actions. As Maryam (2023) notes, IQ measures how quickly one can learn something new, think logically, and recall stored information. This allows teachers to use stored information in their teaching.

Work motivation is another factor influencing teacher performance. Handoko (2010) defines work motivation as a state that drives a person to engage in certain activities to achieve a goal. In other words, work motivation refers to a behavior directed toward achieving job satisfaction. The primary benefit of motivation is creating enthusiasm for work, which in turn increases productivity. When individuals are motivated, they are more likely to complete tasks accurately and within the designated timeframe. People are more likely to enjoy their work if they are driven by motivation.

Emotional intelligence (EQ) is an individual's ability to use and understand emotions both their own and those of others To enhance physical and mental well-being. Those with high emotional intelligence are capable of controlling their anger and are attuned to the emotions of others. According to Goleman (2015), as cited in Lorenzo A. G. et al. (2018), Emotional intelligence refers to the ability to recognize, assess, regulate, and control both one's own emotions and those of others. This involves identifying emotional states and understanding the context to achieve positive results. Emotions arise from the interplay of thoughts, physiological responses, and behaviors.

Vocational High School 3 Palembang is a vocational high school in Palembang that focuses on various vocational fields. Teachers at this school are not only required to teach theory but also to guide students in practical learning. Therefore, they must complete these responsibilities within a specified timeframe. Moreover, after practical sessions, students receive certification, which requires teachers to stay motivated to achieve successful outcomes. Teachers must foster a competitive spirit to meet the competencies of their students. Teacher motivation significantly affects student achievement in school. Student success is an indicator that the educational process has been successful when students can demonstrate satisfactory achievements (Gani M. Noor, 2022).

Based on an interview with a teacher (initialed F) at Vocational High School 3 Palembang, a decline in student competence has been observed among those taking practical exams each year. This highlights the importance of all educators demonstrating high enthusiasm and dedication in the learning process to ensure optimal outcomes for students. In addition, teachers are expected to channel positive energy and motivate students to enhance their enthusiasm for learning.

Currently, many students are complaining about the mounting workload of homework assignments. On the other hand, teachers possess competencies in their respective teaching fields, which should enable them to facilitate the effective transfer of knowledge to students. However, there is still a tendency where some teachers rely solely on their personal knowledge and skills, without considering the students' level of understanding or how they absorb the material. Furthermore, the current school environment is populated by students who are going through puberty, often characterized by emotional fluctuations. Therefore, teachers are expected to manage their emotions wisely and use appropriate language during instruction, especially when facing emotional challenges in the classroom.

Intellectual intelligence is fundamental for every teacher, as it is a prerequisite for providing effective learning and professional teaching. A teacher's ability to convey accurate information to students affects their performance. Intellectual intelligence significantly influences teacher performance. Besides intellectual intelligence, emotional intelligence is equally important, especially for vocational high school teachers. At this stage, students are transitioning from adolescence to adulthood, making

their emotions difficult to control. It is not uncommon to observe conflicts in class as students assert their egos. Additionally, some students may disobey school rules, making the teacher's role crucial in handling such situations. A professional teacher must remain calm and communicate effectively, even when dealing with anger and emotions, to maintain a respectful tone when addressing students who have made mistakes.

Research conducted by Yope & Azatil Isma, (2022) Shows a strong linear connection between work motivation and teacher performance, indicating that teachers with high motivation are likely to perform better, whereas those with low motivation are prone to underperform. Similarly, research by Aris et al., (2021) Discovered a positive and significant impact of emotional intelligence on teacher performance. This implies that the better a teacher's emotional intelligence, the higher their performance. This finding aligns with (Prema Swandewi et al., 2024), who found that intellectual

intelligence positively and significantly influences performance, meaning that the higher a person's intellectual intelligence, the better their performance. Higher intellectual intelligence allows for better absorption of knowledge and easier task completion. On the other hand, the study conducted by Rahmaudina et al. (2021) found that intellectual intelligence does not have an effect on teacher performance. This is because intellectual intelligence is merely a tool, and cognitive ability is not a dominant predictor in the career development of an individual.

Based on the phenomena described above, research will be conducted on the influence of work motivation, intellectual intelligence, and emotional intelligence on the performance of teachers at SMK Negeri 3 Palembang. This research is titled "The Influence of Work Motivation, Intellectual Intelligence, and Emotional Intelligence on the Performance of Teachers at Vocational High School 3 Palembang."

The purpose of this research is to determine the influence of work motivation on teacher performance, the influence of intellectual intelligence on teacher performance and the influence of emotional intelligence on teacher performance at Vocational High School 3 Palembang.

A study is considered statistically significant if the p-value is smaller than the predetermined alpha level. Statistical significance measures the likelihood that a result occurred by chance. Results that are statistically significant are typically more reliable and can be utilized for making informed decisions.

Work Motivation On Teacher Performance

In achieving student learning outcomes, a teacher must have a sufficiently high level of work motivation. Motivation is one of the essential qualities that educators must possess. With motivation in teaching, all tasks and responsibilities that are undertaken and carried out will result in good performance. According to Robbins (2016:201), Motivation is the drive to put forth a high level of effort to achieve organizational goals, influenced by the ability of that effort to fulfill specific individual needs. Thus, work motivation serves as a critical factor in attaining teaching objectives. With work motivation, a teacher will feel driven to complete tasks on time, leading to the achievement of teaching objectives.

According to studies found by Ayu Puspitas Sari ., (2021), It is emphasized that work motivation has a significant positive effect on teacher performance. Thus, efforts to improve teachers' teaching performance Improvement can be achieved by enhancing work motivation. The willingness and ability to work will eventually influence the outcomes of the work itself. Teachers are motivated internally to achieve better performance than they have in the past. This contrasts with the study conducted by Rahma Utari et al. (2023), whose study, titled "The Influence of Leadership, Motivation, and Work Environment on Satisfaction and Performance of Civil Servants in Investment and Integrated One-Stop Services," determined that work motivation has a negligible and adverse influence on job satisfaction.

H1: Work motivation has a significant positive effect on the performance of teachers at Vocational High School 3 Palembang

The impact of intellectual intelligence on teacher performance.

Intellectual intelligence is a capability possessed by all individuals, each with different levels of intelligence. In the field of education, intellectual intelligence is essential, particularly the ability to recall information or knowledge stored in memory and convey it to an audience.

According to research conducted by Rahmawati (2022), it was stated that intellectual intelligence does not affect teacher performance. Whether an employee's intellectual intelligence is high or low does not influence their performance level. This indicates that intellectual intelligence is not a

factor that indirectly influences employee performance. However, a different study by (Prema Swandewi et al., 2024) found This suggests that intellectual intelligence has a positive and significant effect on teacher performance, meaning that as intellectual intelligence increases, so does the teacher's performance.

H2: Intellectual Intelligence has a significant Positive effect on performance of teachers at Vocational High School 3 Palembang

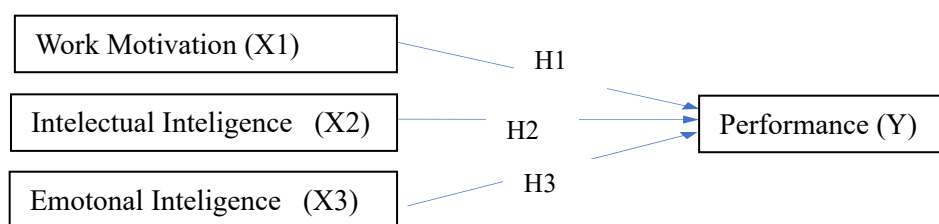
The Influence of Emotional Intelligence on Performance

Emotional intelligence plays a significant role in an organization or company, and it is also essential for teachers or educators to possess it. This role is particularly important for teachers because today's vocational high school students are going through a transitional period, either from adolescence to adulthood or from childhood to adolescence, making it difficult for them to manage their emotions. It is often observed that many students frequently get into conflicts in the classroom, each wanting to assert their own egos. Additionally, some students are found not following school rules, further highlighting the crucial role of the teacher in addressing these issues. A professional teacher must remain calm when dealing with such problems and be able to communicate effectively, even in situations filled with anger and strong emotions, so they can still speak kindly to students when correcting their mistakes.

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H3: Emotional Intelligence has a significant Positive effect on performance of teachers at Vocational High School 3 Palembang

Based on the introduction, previous research, and conceptual framework above, the following hypothesis is formulate:



METHODOLOGY

In this study, the researchers will use quantitative methods to analyze the previously formulated hypotheses. Thus, the subject of this study will be a teacher working and teaching at SMK Negeri 3 Palembang. Data will be collected using the Purposive Sampling technique, which is a sampling technique based on specific considerations in accordance with the desired criteria to determine the number of samples to be studied. In this study, the target will be teachers who teach and work at SMK Negeri 3 Palembang. The purpose of this research is to obtain data, and data collection methods are one of the most influential steps in any research. Researchers conducting research will not obtain the desired data if they do not understand the data collection methods.

According to Sugiyono (2017:194), data collection can be carried out through interviews, questionnaires, observations, or a combination of these methods. In this study, the researchers will utilize the questionnaire technique. Sugiyono (2017:142) explains that a questionnaire is a data collection method where a set of written questions or statements is provided to respondents for them to answer. In this research, the questionnaire will be distributed online via the Google Form platform. The

measurement scale employed in this study is the Likert scale, which typically ranges from 1 to 5, representing responses from "strongly agree" to "strongly disagree."

The Data Analysis techniques employed in this study involve using the SPSS 27 Software. These techniques include validity tests, reliability tests, descriptive statistical analysis, normality tests, model fit tests (such as the F-test and coefficient of determination tests), and hypothesis testing.

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

The total number of respondents in this study was 103, with a predetermined gender distribution. Based on the data analysis results, the following statistical calculations were obtained:

Table 1. Respondents' Gender

| | Gender | Frequency | Percent | Cumulative Percent |
|-------|--------|-----------|---------|--------------------|
| Valid | Male | 37 | 36% | 36% |
| | Female | 66 | 64% | 100% |
| | Total | 103 | 100% | |

In the collection of 103 respondents, as shown in Table 1.1 regarding the respondents' gender, 36% of the respondents were male, while 64% were female. Thus, the data collected is predominantly from female respondents, as women tend to have higher motivation to achieve their goals, possess strong emotional intelligence to manage both their own feelings and those of others, and have better memory retention based on their interest and curiosity. This results in them having adequate intellectual intelligence. After conducting descriptive statistical analysis, the next step is to perform validity and reliability testing to gain a deeper understanding of the variables and indicators used in this study.

Validity and Reliability Testing

The results of the validity test are presented in Table 2.1, which shows that the corrected Item Total Correlation values exceed the r-table values.. This indicates that all statements for the independent variables, namely Work Motivation, Intellectual Intelligence, Emotional Intelligence, and the dependent variable, Employee Performance, are valid according to data processed using SPSS. Therefore, each statement is considered valid and can be used in this study for further data analysis.

Table 2. Validity Test

| Variable | Statement Item | Corrected Item-Total Correlation | r-table (5%) |
|---------------------------|----------------|----------------------------------|--------------|
| Work Motivation | X1.1 | 0.401 | 0.193 |
| | X1.2 | 0.587 | 0.193 |
| | X1.3 | 0.465 | 0.193 |
| | X1.4 | 0.428 | 0.193 |
| | X1.5 | 0.511 | 0.193 |
| | X1.6 | 0.319 | 0.193 |
| Intellectual Intelligence | X2. 1 | 0,588 | 0.193 |
| | X2. 2 | 0,549 | 0.193 |
| | X2. 3 | 0,568 | 0.193 |
| | X2. 4 | 0,710 | 0.193 |
| | X2. 5 | 0,671 | 0.193 |
| | X2. 6 | 0,502 | 0.193 |
| | X2. 7 | 0,488 | 0.193 |
| | X2. 8 | 0,559 | 0.193 |
| | X2. 9 | 0,537 | 0.193 |
| | X2. 10 | 0,506 | 0.193 |
| | X2. 11 | 0,510 | 0.193 |
| | X2. 12 | 0,659 | 0.193 |
| | X2. 13 | 0,643 | 0.193 |
| Emotional Intelligence | X3. 1 | 0,368 | 0.193 |
| | X3. 2 | 0,558 | 0.193 |
| | X3. 3 | 0,383 | 0.193 |
| | X3. 4 | 0,283 | 0.193 |

| | | |
|-------|-------|-------|
| X3. 5 | 0,602 | 0.193 |
| X3. 6 | 0,587 | 0.193 |

According to Sugiyono in Raden Vina Iskandya Putri1, (2023) validity testing refers to the degree of accuracy that occurs between the research object and the data reported by the researcher. Validity testing is conducted by comparing the Corrected Item-Total Correlation with the r-table. Based on the data provided in the validity test shown in Table 2.1, the average Corrected Item-Total Correlation values are higher than the r-table values, indicating that each statement is valid in the validity test. In addition to validity testing, reliability testing is also necessary to determine whether each variable is reliable in this study.

A variable can be considered reliable if Cronbach's Alpha > 0.60. The results of the reliability test can be seen in the output data provided below:

Table 3. Reliability Test

| Variabel | Cornbach's-Alpha | Cornbach's-Alpha Standard |
|---------------------------|------------------|---------------------------|
| Work Motivation | 0.706 | 0.600 |
| Intellectual Intelligence | 0.882 | 0.600 |
| Emotional Intelligence | 0.724 | 0.600 |
| Teacher's Performance | 0.794 | 0.600 |

Based on the reliability test results, it can be concluded that the Cronbach Alpha values for each variable are above 0.60, including the variables of work motivation, intellectual intelligence, emotional intelligence, and employee performance. These findings indicate that the dependent and independent variables used in the study produce reliable and dependable data.

Data Normality Test

The data normality test in this study uses the Kolmogorov-Smirnov test, which according to Sugiyono in (Dimas Hanif Adi Baskoro et al., 2024) states that the normality test is a test to see whether the obtained residuals have a normal distribution.

Table 4. Nomality Test

| One-Sample Kolmogorov-Smirnov Test | | Unstandardized Residual |
|--|-------------------------------------|-------------------------|
| N | | 100 |
| Test Statistic | | 0,070 |
| Asymp. Sig. (2-tailed) ^c | | .200 ^d |
| Sig. | | 0,266 |
| Monte Carlo Sig. (2-tailed) ^e | 99% Confidence Interval Lower Bound | 0,254 |
| | Upper Bound | 0,277 |

Based on the results from SPSS 27, it can be concluded that the Asymp Sig (2-tailed) value of 0.20 exceeds the significance level of 0.05. Therefore, the data is normally distributed. After confirming that all data follows a normal distribution, the next step in the research will be to conduct the coefficient of determination test.

Coefficient Of Determination

According to Kuncoro in Sehangunaung et al., (2023), The coefficient of determination is used to evaluate how effectively a model explains the relationship between independent variables and the dependent variable. It reflects the contribution of independent variables to the dependent variable, often expressed as a percentage. In this study, the independent variables (X) significantly influence the dependent variable, with the remaining percentage attributable to other independent variables not covered in this research. The independent variables in this study include work motivation, intellectual intelligence, and emotional intelligence, while the dependent variable is teacher performance. The coefficient of determination value is shown below from the SPSS 27 program.

Table 5. Coefficient Of Determination

| Model | R | Model Summary | | |
|-------|-------|---------------|-------------------|----------------------------|
| | | R Square | Adjusted R Square | Std. Error of the estimate |
| 1 | .704a | .495 | .480 | 276.160 |

As shown in Table 5, the adjusted R Square value is 0.495, indicating that the independent variables Work Motivation, Intellectual Intelligence, and Emotional Intelligence together account for 49.5% of the variance in teacher performance. The remaining 50.5% is influenced by other factors not included in the research model. Following the coefficient of determination test, the next step is hypothesis testing, particularly the t-test, to assess the significance of the relationship between the dependent and independent variables.

Hypothesis Testing (Uji t)

As Satated by Ghozali in Budiman, (2020) the t-statistic test is utilized to evaluate the influence of each independent variable on the dependent variable, assuming that other independent variables remain unchanged. This test is performed with a 0.05 significance level. A significance value below 0.05 indicates that the independent variable has a partial effect on the dependent variable. On the other hand, if the significance value exceeds 0.05, it implies that the independent variable does not significantly influence the dependent variable. In this research, the independent variables are Work Motivation, Intellectual Intelligence, and Emotional Intelligence, while the dependent variable is teacher performance. The results of the partial hypothesis test based on the SPSS 27 output are presented below to assess the relationship between the independent variables and the dependent variable..

Table 6. Hypothesis Testing (t Test)

| Model | | Unstandardized Coefficients | | Standardized | t | Sig. |
|-------|---------------------------|-----------------------------|------------|--------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 5.470 | 2.717 | | 2.013 | .047 |
| | Work Motivation | .354 | .148 | .216 | 2.396 | .019 |
| | Intellectual Intelligence | .212 | .048 | .362 | 4.467 | .001 |
| | Emotional Intelligence | .416 | .120 | .309 | 3.479 | .001 |

According to Table 5.1, the Sig. t value with $\alpha = 0.05$ (5%) is provided. In the t-test results between Work Motivation and Teacher Performance, the Sig. t value is 0.001. With a significance value of $t \ 0.19 < 0.05$ and a calculated t value of $2.396 >$ the table t value of 1.660, work motivation has a positive and significant effect on teacher performance. Therefore, H_0 is rejected and H_1 is accepted.

For the t-test results between Intellectual Intelligence and Teacher Performance, the significance value is < 0.001 . With a sig. t value of $0.001 < 0.05$ and a calculated t value of $4.467 >$ the table t value of 1.660, Intellectual Intelligence significantly impacts teacher performance. Thus, H_0 is rejected and H_3 is accepted.

In the t-test for emotional intelligence and Teacher Performance, the Sig. t value is 0.001. With a sig. t value of $0.001 < 0.05$ and a calculated t value of $3.479 >$ the table t value of 1.660, emotional intelligence has a positive influence on teacher performance. Consequently, H_0 is rejected and H_3 is accepted.

After the t-test, an F-test or simultaneous test will be carried out to further confirm the influence between the independent and dependent variables.

F TEST (Simultaneous Test)

According to Ghozali in Handayani, (2020) the simultaneous test is conducted to determine the extent to which independent variables collectively affect the dependent variable. The statement is that if the F calculated $>$ F table or Sig $<$ $\alpha = 5\%$, then H_1 is accepted and H_0 is rejected, which means the independent variables (independent variables) together affect the dependent variables (dependent variables). However, if F calculated $<$ F table or Sig $>$ $\alpha = 5\%$, then H_1 is rejected and H_0 is accepted, meaning that the independent variables (independent variables) together do not affect the dependent variables (dependent variables). This can be examined by checking the following data processing results:

Table 7. F Tets
ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 718.614 | 3 | 239.538 | 31.409 | .001 ^b |
| | Residual | 732.236 | 96 | 7.626 | | |
| | Total | 1.450.750 | 99 | | | |

In Table 7, it is known that the calculated F value is $31.40 > \text{table } F 2.70$ and the F significance value is $0.001 < \alpha = 0.05$, which means it is significant. Therefore, the three independent variables consisting of Work Motivation, Intellectual Intelligence, and Emotional Intelligence simultaneously or collectively have a significant effect on the dependent variable of employee performance.

DISCUSSION H1 : Work Motivation has a Significant Positive Effect on Teacher Performance

Work motivation significantly and positively affects teacher performance. High work motivation can influence teachers' desire to work with enthusiasm. In this test, work motivation has a T-Statistic value of 2.396. Therefore, H1, which states that work motivation has a significant positive effect on teacher performance, is accepted. This finding is consistent with research conducted by Barkah & Hidayat, (2023), Agustina et al., (2020), and Yenti & Handayani, (2020) which shows that the work motivation variable affects teacher performance.

H2 : Intellectual Intelligence has a Positive Effect on Teacher Performance

The variable of Intellectual Intelligence has a significant effect on teacher performance. Intellectual intelligence is essential in the classroom teaching process, as teachers with high intellectual intelligence can systematically solve problems in the classroom. This is evidenced by the T-statistic value of 4.467 in the test. Therefore, H2, which states that Intellectual Intelligence has a significant positive effect on teacher performance, is accepted. These findings align with research conducted by Tamevia et al., (2022), Nilamartini et al., (2021), Andri, (2018) Research has shown that competent teachers possess a good level of intellectual intelligence, which can greatly facilitate the teaching process, helping students gain knowledge that is valuable and beneficial for them.

H3 : Emotional Intelligence Has a Positive Effect on Teacher Performance

Based on the results of the T-statistic test, it was found that emotional intelligence has a positive effect on the performance of teachers at SMK Negeri 3 Palembang, with a T-statistic value of 3.479. This outcome occurs when teachers with strong emotional intelligence are able to control their emotions in emotionally charged situations, enabling them to maintain thoughtful speech and conduct, which in certain circumstances reflects a high level of teacher performance. This research aligns with studies by Wisda, (2020), Rasam, (2023), and Haryundari et al., (2022), which demonstrate that emotional intelligence has a positive and significant impact on teacher performance. However, it contrasts with the findings of Khatimah et al., (2023), who reported that emotional intelligence does not influence teacher performance, indicating that the level of a teacher's emotional intelligence does not necessarily affect their performance.

CONCLUSION

Based on empirical studies examining the effect of work motivation, intellectual intelligence, and emotional intelligence on teacher performance at SMK Negeri 3 Palembang, the data was analyzed using the SPSS 27 program. The results from the SPSS 27 output indicated that both collectively and individually, work motivation, intellectual intelligence, and emotional intelligence have a positive and significant influence on the performance of teachers at Vocational High School 3 Palembang. This study concludes that work motivation, intellectual intelligence, and emotional intelligence have a positive and significant effect on the performance of teachers at Vocational High School 3 Palembang. These results indicate that these factors, both collectively and individually, make an important contribution to improving teacher performance. In other words, the higher the levels of work motivation, intellectual intelligence, and emotional intelligence possessed by the teachers, the better their performance. This

study suggests that efforts to improve teacher performance can focus on developing work motivation, enhancing intellectual intelligence, and managing emotional intelligence.

This study has several limitations. First, it only examines teachers at Vocational High School 3 Palembang, so the findings may not be fully generalizable to teachers at other institutions or regions. Second, the study does not consider other potential factors that may also affect teacher performance, such as demographic characteristics (e.g., age, years of teaching experience) or environmental factors (e.g., school facilities, administrative support). Lastly, this research relies on self-reported data, which may introduce biases due to subjective responses from the participants. Future research is recommended to address these limitations by expanding the scope to include various educational institutions, incorporating additional variables, and Employing a variety of data collection methods to gain a more thorough understanding of the factors affecting teacher performance.

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