

Analysis of the Influence of Emotional Intelligence, Organizational Support, Organizational Culture and Intellectual Intelligence on Performance, through Motivation and Organizational Commitment of Teachers at a Private Senior High School, Surabaya

Prof. Dr. H.Teman Koesmono

Lecturer at the Faculty of Business, Widya Mandala Catholic University Surabaya
East Java, Indonesia

Corresponding Email: dfriendkoesmono@yahoo.co.id

This study aims to determine the extent to which performance can be influenced by variables directly or indirectly related. The research topic is the analysis of the influence of emotional intelligence, organizational support, organizational culture and intellectual intelligence on performance with mediating variables of work motivation and organizational commitment on teachers at a private senior high school, Surabaya, East Java. The results showed that the emotional intelligence, organizational support, organizational culture significantly influence work motivation. Also, organizational support, intellectual intelligence, organizational commitment, significantly influence performance. In addition, the results of this study prove that emotional intelligence and organizational culture have no effect on performance. This research is useful for teachers (educators) in their respective regions, especially in Surabaya, East Java. It provides motivation for teachers to pay attention to the variables that can affect their performance.

Keywords: *emotional intelligence, organizational support, organizational culture, intellectual intelligence, work motivation, organizational commitment, performance*

Introduction

Educating children is like building a house – the framework must take into account the quality of the building process and the raw materials that are used. It's the same with education. Teaching children has stages that include both formal and informal education, the latter of which are in accordance with the social conditions of the environment. Informal education is obtained through the family and the environment in which the family is located. Formal education requires the presence of an institution. The stages of formal education start with the Play Group, and include Kindergarten School, Elementary School, Junior High School and Senior High School. Maturing students are the next generation of human resources (HR). This process usually starts at high school education and continues through to when the student enters college. It's a transition that needs to be done carefully because students begin to recognize their social lives at this stage of development, and also begin to pursue their careers based on their own talents. The management of educational institutions in high schools, therefore, plays an important role in developing these raw human resources – the 'students' – into future leaders. The quality of secondary education institutions needs to be of high quality in terms of what is needed by the community and government. The attitudes and behavior of the teachers (educators) involved must also, by necessity, demonstrate high professionalism.

The key variables that impact on the position of an educator include: Emotional Intelligence, Organizational Support, Organizational Culture and Intellectual Intelligence, as well as Personality and Leadership. Some of these behavioral variables require special attention for educational institutions so that educators can maintain their professionalism and produce quality students. Emotional intelligence is needed by an educator in order to manage his or her emotions when carrying out the task to provide assistance to students. This is because the age of students in high school is still unstable in terms of how it relates to student behavior. According to Robbins and Judge (2015: 314), educators must have the ability to manage emotions in order to be rational. Organizational support from institutions is needed by educators so that in carrying out their duties they do not experience obstacles and students feel comfortable with the learning.

According to Metriana and Riana (2018), organizational support is considered very important for worker behavior and can be a form of attention from the leadership to subordinates and can also be in the form of adequate facilities and infrastructure to support employee performance. Organizational culture contributes to the behavior of individuals within an organization because it represents a code of conduct for each educator in terms of how they transfer knowledge to their students. Together with the values in the organizational culture, the behavior of each individual involved in the system that is used by the school concerned can be directed towards improved outcomes. Wahyono (2010: 34) argues that a good organizational culture is the custom of members of the organization being able to become productive, creative people, and working enthusiastically in their fields. Most educators are equipped with intellectual intelligence, with

every step based on intellectual values as a characteristic way of thinking. Firdaus, et al (2019) have found that intellectual intelligence is the ability of a person's intelligence to solve a problem mathematically and rationally: the ability to adjust themselves effectively to the problem at hand. Educators must have high motivation to shape the quality of their students with a variety of knowledge that must be provided. Without high motivation they will not be able to share their knowledge with students to the maximum benefit, the result of which is that learning achievements will not be realized properly and correctly.

According to Kartono (1994: 147), motivation is the cause, or basic reasons, basic thoughts and encouragement for someone to do something, and the main ideas that influence their behavior. High loyalty as an educator is needed because educators must directly be loyal to the professionalism of work as an educator. This is understandable because when someone has decided on a career as an educator their life will be totally devoted to education. Robbins and Judge (2015: 100) state that organizational commitment is the level to which an employee sides with an organization and its goals and desires to maintain its membership in the organization. An educator's performance demands will affect their behavioral requirements. Their performance will not be separated from the variables that can influence it as described previously – the variables of emotional intelligence, organizational support, organizational culture and intellectual intelligence. Based on these descriptions, the researcher wants to know the extent to which emotional intelligence, organizational support, organizational culture and intellectual intelligence can affect the performance of educators or teachers at private senior high schools in Surabaya.

Theoretical Review

The progress or development of the generation of the nation's children will depend on the extent of the quality of education held by the government and private parties involved in it. The implementation of the education system will not be separated from the professionalism of the educators who handle these students. Management of Senior High School Education is managed by the Government Regulation of the Republic of Indonesia. Senior High School is a type of formal education unit that organizes general education at the secondary education level, following on from junior high school, madrasah tsanawiyah, or other forms that are equivalent or continue on from the learning outcomes that are recognized as equivalent to junior high school, or madrasah tsanawiyah. Educators or teachers have a strategic role in managing education units at the advanced level after junior high schools, or madrasah tsanawiyah, because it is at this stage of the education system that the raw material – the students - requires further development in both formal and non-formal education before entering the community. Given the level of education in high school as the first door towards further developing the competencies of students, teachers face severe and complex challenges in dealing with student behavior. The need to manage themselves emotionally is crucial to ensure they don't get caught up with negative emotions as a result of the workload and behavior of the students.

Salovey and Meyer (2008) argue that someone with high emotional intelligence is more likely to succeed in life because they are able to master the habit of thinking that tends to lead to higher productivity. Kreitner and Kinicki (2014: 177) agree, stating that a person in dealing with problems must master the level of emotions possessed by controlling the contents of his heart, avoiding hostility with others and always being humble. Educational institutions have an obligation to provide support to educators because they are directly involved in the learning process of students. Robbins and Judge (2015: 103) add that the degree of organizational support that employees feel equates to organization valuing their contributions and caring for their well-being. Metria and Riana (2018) have found that employees who obtain organizational support from institutions tend not to look for other jobs. This is the same for educators who get high organizational support: the higher the loyalty of educational institutions the more they will feel comfortable in carrying out their profession as a teacher. Organizational culture involves shared life values, and serves as a code of conduct for employees, and this includes the world of education. Organizational culture needs to be formed so that there is a common direction in educating students so that the goal of creating quality human beings can be achieved even though the method may differ from one educational institution to the next. Kusdi (2011: 49) states that organizational culture is the social glue that unifies in meaningful patterns.

Furthermore, Koesmono (2018) notes that organizational cultures are references for the behavior of members of an organization in carrying out its core activities, providing directions for what actions are allowed and those that should not be done. Intellectual intelligence is a variable that is closely related to the profession of an educator, because before becoming an educator one must have an intellectual way of thinking and using cognitive skills regularly in order to carry out such tasks. Intellectual intelligence is the basis of behavior for educators (i.e. educators are always intelligent and clear-minded based on science). According to Firdaus et al (2019), high intellectual intelligence will be able to improve one's performance. Motivation or encouragement owned by someone and especially educators also triggers work spirit for the quality of students expected by their parents. Jewell and Siegall (1998: 335) state that when people work hard and do their jobs well, it often means that they have high work motivation.

A person's loyalty to the organization will be strengthened by the organizational commitment that the individual possesses; that is, the desire to remain in the work organization is their own choice to the extent that the place can guarantee the fulfillment of their needs to carry out work duties. According to Robbins and Judge (2015: 100), organizational commitment is the degree to which an employee sides with an organization and its goals and desires to maintain membership in the organization. Porter et al (in Tobing, 2009) expand on this, arguing that commitment as an individual's relative strength to the organization and its involvement in certain organizations is characterized by three psychological factors: 1) a strong desire to remain a member of a



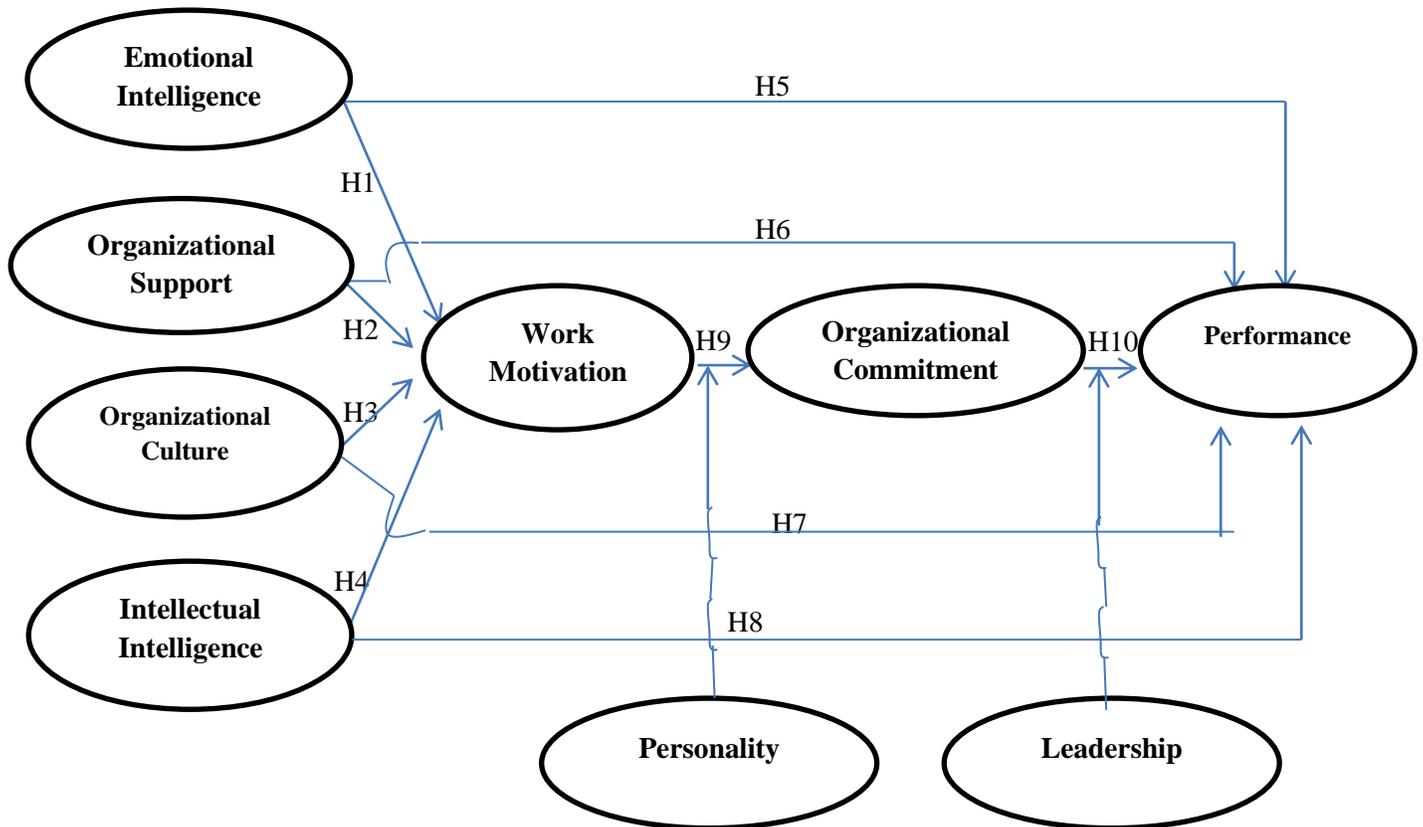
particular organization; 2) a strong desire to strive for the benefit of the organization; and 3) to trust and accept the values and goals of the organization

Methodology

Based on the description of the theories and the results of previous research, a research hypothesis will be prepared which will be conducted on the behavioral variables of teachers or those in private senior high school teachers in Surabaya. Personality is a variable that can assess the influence of the variable work motivation on organizational commitment, and in turn whether the variable of leadership can influence or affect organizational commitment on a person's performance. According to Suprihanto et al (2003: 28), personality is about how an individual act and interacts with others.

Adapting Locke's hypothesis (1997: 5) who states that leaders challenge subordinates with a variety of goals, projections, tasks and responsibilities that enable them to get a feeling of success and achieve personal and organizational goals, this study uses a private senior high school as a case study, notwithstanding the fact that each provider of private senior high school education has a uniqueness that is different in the organizing of their program that reflects on the ability and strength of their educational organizers. We do not deny that the resources provided or owned by the organizers of private senior high school education will affect the performance of the educators both in terms of the infrastructure and human resources involved within it. Human resources must be managed in accordance with the competencies and skills that they have in order to create qualified students to master their knowledge. We conclude that the character building program for the children of Indonesia must start as early as possible, while educators must be able to provide direction for the formation of these characters that can be relied upon in the future as a successor to a generation that is reliable and has the resilience in dealing with environmental changes.

Conceptual Framework



Hypotheses

1. Emotional intelligence influence on work motivation
2. Organizational support influence on work motivation
3. Organizational culture influence on work motivation
4. Intellectual intelligence influence on work motivation
5. Emotional intelligence influence on performance
6. Organizational support influence on performance
7. Organizational culture influence on performance
8. Intellectual intelligence influence on performance
9. Work motivation influence on organizational commitment
10. Organizational commitment influence on performance

Research Method

Based on the background of the problem it can be concluded that this study uses 10 hypotheses. The research is based on the facts or current conditions of private senior high school educators (teachers) in Surabaya. Our study presents the extent on which emotional intelligence,

organizational support, organizational culture and intellectual intelligence can influence the performance of educators or teachers at private senior high schools in Surabaya.

Type and Source of Data

The type of data is the interval scale (Likert scale) shown with the same distance between one number with another starting from the smallest on the largest number, which is: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree) and 5 (strongly agree). The source of the data used is primary achieved by distributing questionnaires on respondents

The technique of taking and the number of samples

The sampling technique used was random, sampling from a population of private high school educators in Surabaya. The number of samples used is 100-200 people. The number of indicators was 36 so that the number of samples using $36 \times 5 = 180$ people.

Technical analysis of data

The data analysis technique will be used using SEM (Structural Equation Modeling) with AMOS 4.0 Program according on Ferdinand (2014: 110).

Regression Equation

$$Y1 = aX1 + bX2 + cX3 + dX4$$

$$Y2 = eY1$$

$$Y3 = fX1 + gX2 + hX3 + iX4 + jY2$$

Z = Moderating variable

Variable Identification

- Independent Variables : Emotional intelligence, Organizational Support, Organizational Culture and Intellectual Intelligence (X1,X2,X3,X4)
2. Dependent Variables : Work motivation, Organizational commitment and Performance (Y1,Y2,Y3)
3. Moderating Variables : Personality, Leadership (Z1,Z2)

Variable Definition

1. Emotional intelligence is the intelligence on manage the intense feelings directed at someone or something.
2. Organizational support is the organization's efforts in supporting employees on carry out their duties.



3. Organizational Culture is the values that are believed on be true and used as a basis for someone on behave in a certain way.
4. Intellectual Intelligence is a person's ability on think in terms of science and the rational.
5. Work motivation is the impetus that is within the employee in carrying out the duties and obligations of work.
6. Organizational commitment is a statement of employees about their loyalty on the company where they work.
7. Personality is the overall way in which a person reacts and interacts with others.
8. Leadership is the pattern of activity of a leader in managing subordinates or followers.
9. Performance is the result of someone's work or effort in carrying out activities in a certain period.

Research Result

Respondent Gender

| | | |
|-------|---|-----------|
| Men | : | 98 people |
| Women | : | 82 people |

Respondent Age

| | | | |
|---------|-----------|---|-----------|
| 24 – 30 | Years old | : | 65 people |
| 31 – 39 | Years old | : | 75 people |
| ≥ 40 | Years old | : | 40 people |

Work Period

| | | | |
|-------|-------|---|-----------|
| 3 – 6 | Years | : | 88 people |
| 7 – 9 | Years | : | 50 people |
| ≥ 10 | Years | : | 42 people |

Respondent Education

| | | |
|--------------------|---|------------|
| Undergraduate (S1) | : | 142 people |
| Graduate (S2) | : | 38 people |

Results of data processed from the respondents' answers are as follows:

1. DESCRIPTIVE STATISTICS

Table 1. Descriptive Statistics of Exogenous Variables

| Variable | Indicators | Answer Percentage | | | | | Mean of Indicators | Mean of Variables |
|--------------------------------|------------|-------------------|-----|------|------|------|--------------------|-------------------|
| | | SDA | DA | N | A | SA | | |
| Emotional Intelligence (X1) | X1.1 | 0,0 | 0,0 | 5,0 | 47,2 | 47,8 | 4,43 | 4,28 |
| | X1.2 | 0,0 | 0,0 | 7,2 | 53,9 | 38,9 | 4,32 | |
| | X1.3 | 0,0 | 0,0 | 22,8 | 46,1 | 31,1 | 4,08 | |
| | X1.4 | 0,0 | 0,0 | 11,7 | 45,6 | 42,8 | 4,31 | |
| Organizational Support (X2) | X2.1 | 0,0 | 0,0 | 15,6 | 54,4 | 30,0 | 4,14 | 4,22 |
| | X2.2 | 0,0 | 0,0 | 7,8 | 52,8 | 39,4 | 4,32 | |
| | X2.3 | 0,0 | 0,0 | 13,9 | 52,8 | 33,3 | 4,19 | |
| | X2.4 | 0,0 | 0,0 | 11,1 | 56,1 | 32,8 | 4,22 | |
| Organizational Culture (X3) | X3.1 | 0,0 | 2,2 | 31,1 | 41,1 | 25,6 | 3,90 | 4,12 |
| | X3.2 | 0,0 | 0,0 | 6,7 | 46,7 | 46,7 | 4,40 | |
| | X3.3 | 0,0 | 0,0 | 21,1 | 52,8 | 26,1 | 4,05 | |
| | X3.4 | 0,0 | 0,0 | 16,1 | 55,0 | 28,9 | 4,13 | |
| Intellectual Intelligence (X4) | X4.1 | 0,0 | 0,0 | 8,3 | 50,6 | 41,1 | 4,33 | 4,14 |
| | X4.2 | 0,0 | 0,0 | 19,4 | 53,3 | 27,2 | 4,08 | |
| | X4.3 | 0,0 | 0,0 | 20,0 | 52,8 | 27,2 | 4,07 | |
| | X4.4 | 0,0 | 0,0 | 21,1 | 47,8 | 31,1 | 4,10 | |

Table 2. Descriptive Statistics of Endogenous Variables

| Variable | Indicators | Answer Percentage | | | | | Mean of Indicators | Mean of Variables |
|--------------------------------|------------|-------------------|-----|------|------|------|--------------------|-------------------|
| | | SDA | DA | N | A | SA | | |
| Work Motivation (Y1) | Y1.1 | 0,0 | 0,0 | 22,2 | 49,4 | 28,3 | 4,06 | 4,16 |
| | Y1.2 | 0,0 | 0,0 | 32,2 | 48,9 | 18,9 | 3,87 | |
| | Y1.3 | 0,0 | 0,0 | 7,8 | 47,2 | 45,0 | 4,37 | |
| | Y1.4 | 0,0 | 0,0 | 8,3 | 50,6 | 41,1 | 4,33 | |
| Organizational Commitment (Y2) | Y2.1 | 0,0 | 0,0 | 5,0 | 49,4 | 45,6 | 4,41 | 4,30 |
| | Y2.2 | 0,0 | 0,0 | 8,9 | 57,8 | 33,3 | 4,24 | |
| | Y2.3 | 0,0 | 0,0 | 3,9 | 49,4 | 46,7 | 4,43 | |
| | Y2.4 | 0,0 | 0,0 | 19,4 | 49,4 | 31,1 | 4,12 | |
| Performance (Y3) | Y3.1 | 0,0 | 0,0 | 8,3 | 48,3 | 43,3 | 4,35 | 4,24 |
| | Y3.2 | 0,0 | 0,0 | 8,3 | 48,9 | 42,8 | 4,34 | |
| | Y3.3 | 0,0 | 0,0 | 22,2 | 48,3 | 29,4 | 4,07 | |
| | Y3.4 | 0,0 | 0,0 | 12,2 | 55,0 | 32,8 | 4,21 | |

Table 3. Descriptive Statistics of Moderating Variables

| Variable | Indicators | Answer Percentage | | | | | Mean of Indicators | Mean of Variables |
|------------------|------------|-------------------|-----|------|------|------|--------------------|-------------------|
| | | SDA | DA | N | A | SA | | |
| Personality (Z1) | Z1.1 | 0,0 | 0,0 | 11,1 | 50,6 | 38,3 | 4,27 | 4,25 |
| | Z1.2 | 0,0 | 0,0 | 8,9 | 55,0 | 36,1 | 4,27 | |
| | Z1.3 | 0,0 | 0,0 | 12,2 | 56,7 | 31,1 | 4,19 | |
| | Z1.4 | 0,0 | 0,0 | 10,6 | 52,8 | 36,7 | 4,26 | |
| Leadership (Z2) | Z2.1 | 0,0 | 0,0 | 3,9 | 42,2 | 53,9 | 4,50 | 4,28 |
| | Z2.2 | 0,0 | 0,0 | 10,0 | 50,0 | 40,0 | 4,30 | |
| | Z2.3 | 0,0 | 0,0 | 22,2 | 47,8 | 30,0 | 4,08 | |
| | Z2.4 | 0,0 | 0,0 | 10,6 | 55,0 | 34,4 | 4,24 | |

Validity Test

Table 4. CFA Test on Exogenous Variables

| Variable | Indicators | Factor Loading | Requirement | Explanation |
|--------------------------------|------------|----------------|-------------|-------------|
| Emotional Intelligence (X1) | X1.1 | 0,745 | $\geq 0,50$ | Valid |
| | X1.2 | 0,599 | $\geq 0,50$ | Valid |
| | X1.3 | 0,649 | $\geq 0,50$ | Valid |
| | X1.4 | 0,640 | $\geq 0,50$ | Valid |
| Organizational Support (X2) | X2.1 | 0,551 | $\geq 0,50$ | Valid |
| | X2.2 | 0,657 | $\geq 0,50$ | Valid |
| | X2.3 | 0,659 | $\geq 0,50$ | Valid |
| | X2.4 | 0,662 | $\geq 0,50$ | Valid |
| Organizational Culture (X3) | X3.1 | 0,577 | $\geq 0,50$ | Valid |
| | X3.2 | 0,592 | $\geq 0,50$ | Valid |
| | X3.3 | 0,759 | $\geq 0,50$ | Valid |
| | X3.4 | 0,615 | $\geq 0,50$ | Valid |
| Intellectual Intelligence (X4) | X4.1 | 0,721 | $\geq 0,50$ | Valid |
| | X4.2 | 0,627 | $\geq 0,50$ | Valid |
| | X4.3 | 0,583 | $\geq 0,50$ | Valid |
| | X4.4 | 0,647 | $\geq 0,50$ | Valid |

Table 5. CFA Test on Endogenous Variables

| Variable | Indicators | Factor Loading | Requirement | Explanation |
|--------------------------------|------------|----------------|-------------|-------------|
| Work Motivation (Y1) | Y1.1 | 0,644 | $\geq 0,50$ | Valid |
| | Y1.2 | 0,700 | $\geq 0,50$ | Valid |
| | Y1.3 | 0,620 | $\geq 0,50$ | Valid |
| | Y1.4 | 0,609 | $\geq 0,50$ | Valid |
| Organizational Commitment (Y2) | Y2.1 | 0,672 | $\geq 0,50$ | Valid |
| | Y2.2 | 0,639 | $\geq 0,50$ | Valid |
| | Y2.3 | 0,632 | $\geq 0,50$ | Valid |
| | Y2.4 | 0,609 | $\geq 0,50$ | Valid |
| Performance (Y3) | Y3.1 | 0,713 | $\geq 0,50$ | Valid |
| | Y3.2 | 0,687 | $\geq 0,50$ | Valid |
| | Y3.3 | 0,553 | $\geq 0,50$ | Valid |
| | Y3.4 | 0,690 | $\geq 0,50$ | Valid |

Table 6. CFA Test on Moderating Variables

| Variable | Indicators | Factor Loading | Requirement | Explanation |
|------------------|------------|----------------|-------------|-------------|
| Personality (Z1) | Z1.1 | 0,759 | $\geq 0,50$ | Valid |
| | Z1.2 | 0,696 | $\geq 0,50$ | Valid |
| | Z1.3 | 0,667 | $\geq 0,50$ | Valid |
| | Z1.4 | 0,746 | $\geq 0,50$ | Valid |
| Leadership (Z2) | Z2.1 | 0,637 | $\geq 0,50$ | Valid |
| | Z2.2 | 0,688 | $\geq 0,50$ | Valid |
| | Z2.3 | 0,608 | $\geq 0,50$ | Valid |
| | Z2.4 | 0,647 | $\geq 0,50$ | Valid |

Note: All data from the variables used in the study are valid with a factor loading ≥ 0.50

Construct Reliability Test (*Composite Reliability*)

Table 7. Reliability Test on each Construct

| Variable | Indicators | <i>Factor Loading (FL)</i> | FL^2 | Error ($1-FL^2$) | <i>Construct Reliability</i> |
|--------------------------------|------------|----------------------------|--------|--------------------|------------------------------|
| Emotional Intelligence (X1) | X1.1 | 0,745 | 0,555 | 0,445 | 0,755 |
| | X1.2 | 0,599 | 0,359 | 0,641 | |
| | X1.3 | 0,649 | 0,421 | 0,579 | |
| | X1.4 | 0,640 | 0,410 | 0,590 | |
| Organizational Support (X2) | X2.1 | 0,551 | 0,304 | 0,696 | 0,728 |
| | X2.2 | 0,657 | 0,432 | 0,568 | |
| | X2.3 | 0,659 | 0,434 | 0,566 | |
| | X2.4 | 0,662 | 0,438 | 0,562 | |
| Organizational Culture (X3) | X3.1 | 0,577 | 0,333 | 0,667 | 0,732 |
| | X3.2 | 0,592 | 0,350 | 0,650 | |
| | X3.3 | 0,759 | 0,576 | 0,424 | |
| | X3.4 | 0,615 | 0,378 | 0,622 | |
| Intellectual Intelligence (X4) | X4.1 | 0,721 | 0,520 | 0,480 | 0,741 |
| | X4.2 | 0,627 | 0,393 | 0,607 | |
| | X4.3 | 0,583 | 0,340 | 0,660 | |
| | X4.4 | 0,647 | 0,419 | 0,581 | |
| Work Motivation (Y1) | Y1.1 | 0,644 | 0,415 | 0,585 | 0,739 |
| | Y1.2 | 0,700 | 0,490 | 0,510 | |
| | Y1.3 | 0,620 | 0,384 | 0,616 | |
| | Y1.4 | 0,609 | 0,371 | 0,629 | |
| Organizational Commitment (Y2) | Y2.1 | 0,672 | 0,452 | 0,548 | 0,733 |
| | Y2.2 | 0,639 | 0,408 | 0,592 | |
| | Y2.3 | 0,632 | 0,399 | 0,601 | |
| | Y2.4 | 0,609 | 0,371 | 0,629 | |
| Performance (Y3) | Y3.1 | 0,713 | 0,508 | 0,492 | 0,757 |
| | Y3.2 | 0,687 | 0,472 | 0,528 | |
| | Y3.3 | 0,553 | 0,306 | 0,694 | |
| | Y3.4 | 0,690 | 0,476 | 0,524 | |
| Personality (Z1) | Z1.1 | 0,759 | 0,576 | 0,424 | 0,809 |
| | Z1.2 | 0,696 | 0,484 | 0,516 | |
| | Z1.3 | 0,667 | 0,445 | 0,555 | |
| | Z1.4 | 0,746 | 0,557 | 0,443 | |
| Leadership(Z2) | Z2.1 | 0,637 | 0,406 | 0,594 | 0,741 |

| Variable | Indicators | Factor Loading (FL) | FL ² | Error (1-FL ²) | Construct Reliability |
|----------|------------|---------------------|-----------------|----------------------------|-----------------------|
| | Z2.2 | 0,688 | 0,473 | 0,527 | |
| | Z2.3 | 0,608 | 0,370 | 0,630 | |
| | Z2.4 | 0,647 | 0,419 | 0,581 | |

Note: all variables have construct reliability value ≥ 0.70 , so that the data conclusions are reliable.

Testing the SEM Assumptions

a. Multivariate Normality

The multivariate CR is known on be -2.565, the value is between -2.58 on +2.58, so that the multivariate data is normally distributed, or the assumption of multivariate normality is fulfilled.

b. Univariate Outlier

The Z-score of -2.84 for all indicators is in the range of -3 on +3, so that univariate data is not indicated as an outlier.

c. Multivariate Outlier

Chi-square table = 56.89

The maximum value of Mahalobis d-square is known on be 43.467. This value is still smaller than 56.89, so there is also no multivariate outlier in the research data, meaning that all respondent data can be used for analysis.

Model Fit Test

Table 8. Model Fit Test (*Goodness of Fit*) on SEM model

| Criteria <i>Goodness of Fit</i> | Requirement | Test Result | Explanation |
|------------------------------------|-------------|-------------|--------------|
| P value chi-square | $\geq 5\%$ | 0,091 | Fit |
| Cmin/df | $\leq 2,00$ | 1,105 | Fit |
| RMSEA | $\leq 0,80$ | 0,024 | Fit |
| GFI | $\geq 0,90$ | 0,880 | Marginal fit |
| AGFI | $\geq 0,90$ | 0,854 | Marginal fit |
| CFI | $\geq 0,95$ | 0,970 | Fit |
| TLI | $\geq 0,95$ | 0,967 | Fit |

Note: all the criteria for goodness of fit already meet the criteria (fit and marginal), so that the model is concluded as acceptable, and the modification of the model does not need on be done. It can be continued testing the influence between variables (hypothesis testing).

Hypotheses Test Result (Structural Equation Model)

Table 9 Influence Test Result Between Variables

| Hip. | Relationship Between Variables | | Coeff. | T count | P value | Explanation |
|-----------------|--------------------------------|----------------------------------|--------|---------|---------|-----------------|
| H ₁ | Emotional Intelligence (X1) | → Work Motivation (Y1) | 0,277 | 2,804 | 0,005 | Significant |
| H ₂ | Organizational Support (X2) | → Work Motivation (Y1) | 0,339 | 2,976 | 0,003 | Significant |
| H ₃ | Organizational Culture (X3) | → Work Motivation (Y1) | 0,305 | 2,876 | 0,004 | Significant |
| H ₄ | Intellectual Intelligence (X4) | → Work Motivation (Y1) | 0,106 | 1,165 | 0,244 | Not Significant |
| H ₅ | Emotional Intelligence (X1) | → Performance (Y3) | 0,052 | 0,591 | 0,554 | Not Significant |
| H ₆ | Organizational Support (X2) | → Performance (Y3) | 0,280 | 2,667 | 0,008 | Significant |
| H ₇ | Organizational Culture (X3) | → Performance (Y3) | 0,033 | 0,348 | 0,728 | Not Significant |
| H ₈ | Intellectual Intelligence (X4) | → Performance (Y3) | 0,375 | 3,708 | 0,000 | Significant |
| H ₉ | Work Motivation (Y1) | → Organizational Commitment (Y2) | 0,513 | 4,404 | 0,000 | Significant |
| H ₁₀ | Organizational Commitment (Y2) | → Performance (Y3) | 0,365 | 3,551 | 0,000 | Significant |

Moderating Analysis

There are two stages of testing the moderation effect (moderation effect). The first stage is on test the independent influence on the dependent, which must be significant, and the moderator influence on the dependent must also be significant. The second stage is testing

the effect of interactions on the dependent must be significant, while the main influence that was previously significant, becomes not significant.

Table 10 Result of Influence Independent Variables and Moderating Variables on Dependent Variables

| | Relationship Between Variables | | Coeff. | P value | Explanation |
|---|--------------------------------|----------------------------------|--------|---------|-------------|
| 1 | Work Motivation (Y1) | → Organizational Commitment (Y2) | 0,472 | 0,000 | Significant |
| | Personality (Z1) | → Organizational Commitment (Y2) | 0,298 | 0,002 | Significant |
| 2 | Organizational Commitment (Y2) | → Performance (Y3) | 0,506 | 0,000 | Significant |
| | Leadership (Z2) | → Performance (Y3) | 0,256 | 0,009 | Significant |

The influence of the independent variable on the dependent and the influence of the moderator variable on the dependent are both significant, so the testing of the effects of moderation can proceed on stage 2.

Testing the Effect of Interaction on Dependent Variables

The moderating effect Z1 test model on the effect of Y1 on Y2, as well as the moderating effect of Z2 on the effect of Y2 on Y3:

Table 11. Result of Moderating Variable Influence Test

| Hip. | Relationship Between Variables | Coeff. | P value | Explanation |
|-----------------|--------------------------------|--------|---------|--------------------------------------|
| H ₁₁ | Z1*Y1 → Y2 | 0,018 | 0,000 | Moderating effect is significant |
| H ₁₂ | Z2*Y2 → Y3 | 0,001 | 0,972 | Moderating effect is not significant |

H11 testing

The effect of interaction variables on $Z1 * Y1 \rightarrow Y2$ produces p value <0.05 so that the moderating effect is significant. The coefficient value of the interaction effect is 0.018. This value is positive, meaning that the personality is proven on strengthen the effect of work motivation on organizational commitment, so that H11 is accepted. The effect of work motivation on organizational commitment will be stronger in respondents with good personalities.

In testing the influence of moderation, it is known that the influence of significant interactions and main influences remain significant, so that the moderating nature that occurs is a quasi-moderator. This shows that personality besides being a moderator can also be a predictor. Thus, personality is in addition on being able on strengthen the effect of work motivation on organizational commitment. It is also a predictor that can strengthen organizational commitment directly.

H12 testing

The effect of the interaction variable on $Z2 * Y2 \rightarrow Y3$ produces p value > 0.05 so that the moderating effect is not significant, meaning that leadership is proven on not moderate the effect of organizational commitment on performance, so H12 is not accepted.

Result of Hypotheses Test Flow.

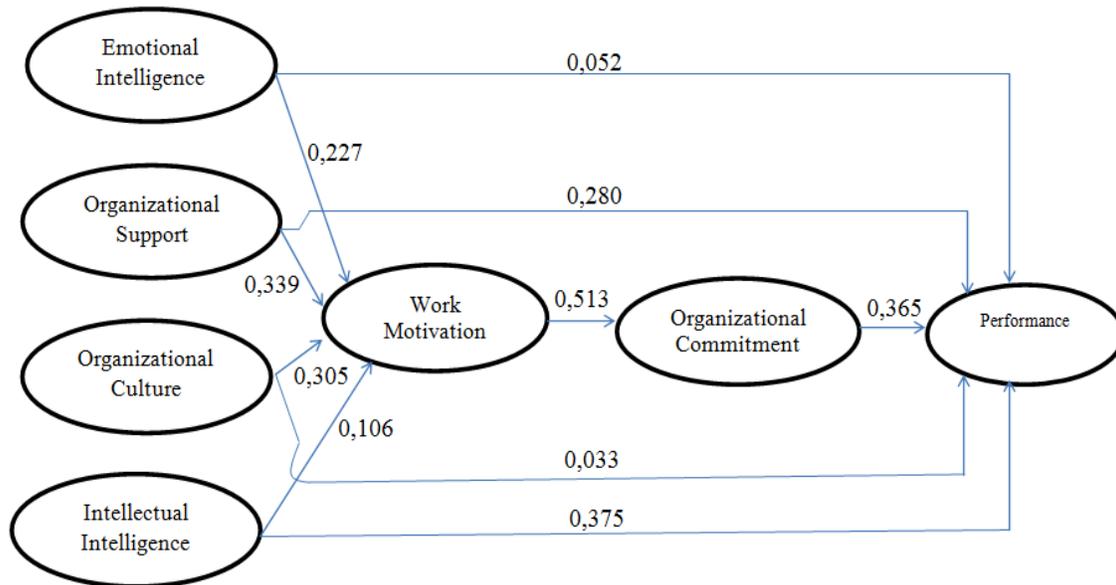


Table 12. Indirect Effect Test

| <i>Indirect Effect</i> | <i>Coefficient Indirect Effect</i> | <i>SE Indirect Effect</i> | t count | Explanation |
|------------------------|------------------------------------|---------------------------|---------|-----------------|
| X1→Y1→Y2 | 0,1323 | 0,0569 | 2,3243 | significant |
| X2→Y1→Y2 | 0,1871 | 0,0773 | 2,4195 | significant |
| X3→Y1→Y2 | 0,1354 | 0,0573 | 2,3640 | significant |
| X4→Y1→Y2 | 0,0489 | 0,0446 | 1,0966 | not significant |
| X1→Y1→Y2→Y3 | 0,0526 | 0,0270 | 1,9651 | significant |
| X2→Y1→Y2→Y3 | 0,0745 | 0,0371 | 2,0091 | significant |
| X3→Y1→Y2→Y3 | 0,0539 | 0,0273 | 1,9750 | significant |
| X4→Y1→Y2→Y3 | 0,0195 | 0,0190 | 1,0250 | not significant |

Note: t count $\geq 1,96$: significant; t count $< 1,96$: not significant (*Sobel Test*)

Discussion of research results

1. The first hypothesis of emotional intelligence was proven on affect work motivation with a regression coefficient of 0.227 and respondents' answers on the emotional intelligence variable averaged 4.28. The results of this study support research conducted by Sriyanti (2014), Pramono and Suddin (2011).
2. The second hypothesis of organizational support is proven on affect work motivation with a regression coefficient of 0.339 and respondents' answers on the Organizational Support variable an average of 4.22 results of this study support the research conducted by Achmad (2016). Rianonko et al (2017).
- 3 The third hypothesis of organizational culture is proven on affect work motivation with a regression coefficient of 0.305 and respondents' answers on the variable Organizational culture on average 4.12. Results of this study support the research conducted by Sumardiono (2017), Weerasinghe (2017).
4. The fourth hypothesis of intellectual intelligence has not been proven on affect work motivation with a regression coefficient of 0.106 and respondents' answers on the Emotional Intelligence variable an average of 4.14. Results of this study do not support research conducted by Robbil (2017), Nisa (2018).
5. Emotional intelligence has no effect on performance with a regression coefficient of 0.052 and respondents' answers on the emotional intelligence variable an average of 4.28. Results of this study do not support research conducted by Sriyanti (2014), Pramono and Suddin (2011), Wispandono and Buyung (2019).
6. Organizational support influences performance with a regression coefficient of 0.339: the average respondent's answer on the organizational support variable is 4.22. The results of this study support the research conducted by Mursidta (2017), Rianonko et al (2017).
7. Organizational culture has no effect on performance with a regression coefficient of 0.305. The average response of respondents on the variable Organizational culture of 4.12 results in this study not supporting research conducted by Awadh and Saad (2013). Zakharia (2014).
8. Intellectual intelligence influences performance with a regression coefficient of 0.106, the average respondent's answer on the Intellectual variable of 4.14. The results of this study support the research conducted by Robbil (2017), Wispandono and Buyung (2019).

9. Work motivation has an effect on organizational commitment with a regression coefficient of 0.513, the average respondent's answer on the work motivation variable is 4.16. The results of the study support the research conducted by Purnama et al (2016), Yudha and Hasib (2014).
10. Organizational commitment influences performance with a regression coefficient of 0.365, the average response of respondents on the variable Organizational commitment is 4.30. The results of this study support the research conducted by Sani and Maharani (2012), Pramono and Suddin (2011), Suharon et al (2019). Full moon et al (2016).
11. Personality is proven on be the moderating variable of the influence of Work Motivation on Organizational Commitment with a coefficient of 0.018 and a P value of 0.001. The average respondent's answer on the personality variable is 4.25.
12. Leadership is not proven on be a moderating variable. The influence of organizational commitment on teacher performance is a coefficient of 0.001 and a P value of 0.972. The average respondent's answer on the leadership variable is 4.28.

Conclusion

1. The existence of emotional intelligence, organizational support and organizational culture affects work motivation significantly. This study shows that the three variables have a role on play in increasing teacher motivation so that teachers are more eager on carry out their duties as educators of students in private high schools.
2. Intellectual intelligence does not affect work motivation. This is reasonable because an educator is required on have high intellectual intelligence on give birth on the next generations of society because with the development of time there must be qualified, prospective workers in these respective fields. Intellectual intelligence is the main asset in educating students.
3. Emotional intelligence does not affect the performance of teachers. This is reasonable because educators will create an educated generation and must be able on manage their emotions in dealing with the behavior and attitudes of students who are still unstable in terms of their behavior. Variable Emotional intelligence is the trait of the relevant personality so that the demands are high onwards a teacher.
4. Organizational support and intellectual intelligence affect the performance of a teacher, which is very reasonable because the teacher will perform well if the school or institution provides

everything that is needed by the teacher. Therefore, the higher the emotional intelligence of a teacher, the more expected the higher performance on educate students.

5. Organizational culture does not affect the performance of teachers. This can explain how the organizational culture that has been created is understood and implemented with full responsibility as an educator.
6. Motivation has a significant effect on organizational commitment. This is rational. When a person has high motivation at work, it follows that loyalty on the institution is also higher. A person's high organizational commitment is able on influence and bring the relevant performance increases also in line with their loyalty.
7. Personality is a moderating variable that can influence whether or not the influence of work motivation on organizational commitment is linear and acceptable. High motivation and being supported by perfect personality will be able on increase organizational commitment. While Leadership is not a moderator variable that can affect the variable Organizational Commitment on Teacher Performance, it can explain how those with high intellect rein demand as school principals. The power of educator loyalty will fully support its performance.

Variable Indicators

Emotional Intelligence

1. I am able on control emotions when students behave in an unstable way.
2. I am able on manage and control my emotions optimally when facing personal problems.
3. I try on restrain anger when I get unethical teacher behavior.
4. I will not bring my emotions caused by problems at home on the place of teaching.

Organizational Support

1. School administrators provide full support of facilities and infrastructure for educators.
2. School administrators provide opportunities for self-development through subsequent formal education on educators.
3. School administrators always pay attention on social interests on educators.
4. School administrators provide future guarantees about the continuity of the task of educators.

Organizational culture

1. The rules for organizing education in schools are clearly established.
2. Commemoration of religious holidays is always carried out in accordance with the religion of each educator.
3. Educators accept and implement the values that exist in the culture of the organization.



4. Communication between organizers and educators and parents is always done every semester on evaluate the existence / achievement of students.

Intellectual Intelligence

1. Educators always do new teaching methods on improve student intelligence.
2. Educators are able on read the weaknesses and strengths of their students in learning the relevant knowledge.
3. Educators try on provide methods of thinking in terms of creativity and innovation for their students.
4. Educators always make a continuous character formation about the quality of the behavior of their students.

Work motivation

1. Educators try on always develop their knowledge according on the demands of change from the environment.
2. Educators always try not on be absent in filling the existing lesson hours.
3. Educators are always ready on assist students who are slow in absorbing the process of thinking.
4. Educators feel the fulfillment of their needs and desires about social security provided by the education provider.

Organizational Commitment

1. Educators will think of profit and loss when they have the desire on move on another school.
2. Educators have absolutely no thought of moving on another place of education.
3. Educators do not have the thought on move or change the profession as educators.
4. Educators are ready on accept assignments outside their working hours for the sake of the school concerned.

Performance

1. Educators always try on evaluate themselves about their performance without being asked by the education provider.
2. Educators always try not on be late for their arrival at school.
3. Educators always communicate well and correctly on students without reducing their position as parents other than the students' own parents.
4. Educators always summarize the results of the educational process and the teaching of science given on students.

Personality

1. Educators are always confident that I can realize the ideals that I want and need.



2. Educators are always not afraid on face the risks of the decisions I make for the realization of personal goals.
3. Educators always try on continuously do the work regularly and well.
4. Educators always consider the uses and benefits in carrying out life activities.

Leadership

1. The headmaster encourages educators on do the creativity and innovation of the learning system with students
2. The headmaster instills honesty in managing educational organizations
3. The headmaster instills the values of institutional integrity onwards educators
4. The headmaster carries out communication that is educational and comes from family relations

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