



THE IMPACT OF COMPETENCE AND EMOTIONAL INTELLIGENCE ON THE PERFORMANCE OF RAUDHATUL ATHFAL TEACHERS IN SIMALUNGUN DISTRICT

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ABSTRACT

Based on the identification of several problems, namely: 1) there are still teachers who are not good at pedagogical competence, such as teachers who are still not good at designing daily learning program planning (RPPH), making learning media, 2) there are still teachers who are not good at emotional intelligence, such as teachers are not good at motivating themselves, that is they are still not good at using their deepest desire to move and guide towards the goals to be achieved, 3) there are still teachers who are not good at preparing lesson plans, implementing learning and evaluating learning which will affect teacher performance. From the identification of the problem, the formulation of the problem can be drawn, namely: 1) Does competence partially affect the performance of Raudhatul Athfal's teachers in Simalungun Regency?; 2) Does emotional intelligence partially affect the performance of teacher Raudhatul Athfal in Simalungun Regency; 3) Does competence and emotional intelligence simultaneously affect the performance of Raudhatul Athfal's teachers in Simalungun Regency? This research is quantitative with the help of the SPSS application. The method used in this study is a survey method with correlational analysis techniques. This study aims to analyze, test, and determine the effect of competency and emotional intelligence variables, partially and simultaneously on the performance of Raudhatul Athfal's teachers in Simalungun Regency. The results of the study show that competence has a partial effect on teacher performance. It can be seen from multiple linear regression analysis through the t-test that the competence variable has a Tcount of 4.893 while Ttable is 1.694 (Tcount 4.893 > Ttable 1.694) with a significant level of 0.000 < 0.05, meaning that there is a significant influence between competence on teacher performance. There is a partial influence between Emotional Intelligence with a Tcount of 2.566 while Ttable is 1.694 (Tcount 2.566 > Ttable 1.665) with a significant level of 0.015 < 0.05, meaning that there is a positive influence between Emotional Intelligence on teacher performance. There is a positive and simultaneous influence of Competency and Emotional Intelligence variables on Raudhatul Athfal's Teacher Performance in Simalungun Regency. With Fcount of 59.501 with a significant level of 0.000. (Fcount 59.501 > Ftable value 3.29 sig 0.000 < 0.05).

Kata Kunci

Pengaruh Kompetensi
Kecerdasan emosional
Kinerja Guru

ABSTRAK

Berdasarkan identifikasi beberapa masalah yaitu: 1) masih ada guru yang tidak baik dalam kompetensi pedagogik, seperti guru masih tidak baik dalam merancang perencanaan program pembelajaran harian (RPPH), membuat media pembelajaran, 2) masih ada guru yang tidak baik dalam kecerdasan emosional, seperti guru tidak baik dalam memotivasi diri, yaitu masih tidak baik dalam menggunakan hasrat yang paling dalam untuk menggerakkan dan menuntun menuju sasaran yang akan dicapai, 3) masih ada guru yang tidak baik dalam menyusun rencana pembelajaran, pelaksanaan pembelajaran dan evaluasi pembelajaran yang akan mempengaruhi kinerja guru. Dari identifikasi masalah tersebut maka dapat ditarik rumusan masalah yaitu: 1) Apakah kompetensi secara parsial berpengaruh terhadap kinerja guru Raudhatul Athfal pada Kabupaten Simalungun?; 2) Apakah kecerdasan emosional secara parsial berpengaruh terhadap kinerja guru Raudhatul Athfal pada Kabupaten Simalungun; 3) Apakah kompetensi dan kecerdasan emosional secara simultan berpengaruh terhadap kinerja guru Raudhatul Athfal pada Kabupaten Simalungun? Penelitian ini bersifat kuantitatif dengan bantuan aplikasi SPSS. Metode yang digunakan dalam penelitian ini adalah metode survei dengan teknik analisis korelasional, Penelitian ini bertujuan untuk menganalisis, menguji dan mengetahui pengaruh dari variable kompetensi dan kecerdasan emosional, secara parsial dan simultan terhadap kinerja guru Raudhatul Athfal pada Kabupaten Simalungun. Adapun hasil penelitian menunjukkan bahwa kompetensi berpengaruh secara parsial terhadap Kinerja Guru terlihat dari analisis regresi linear berganda melalui uji-t menyatakan bahwa variabel kompetensi dengan nilai T_{hitung} sebesar 4,893 sedangkan T_{tabel} 1,694 ($T_{hitung} 4,893 > T_{tabel} 1,694$) dengan tingkat signifikan sebesar $0,000 < 0,05$, artinya terdapat pengaruh yang signifikan antara kompetensi terhadap kinerja Guru. Terdapat pengaruh secara parsial antara Kecerdasan Emosional dengan nilai T_{hitung} sebesar 2,566 sedangkan T_{tabel} 1,694 ($T_{hitung} 2,566 > T_{tabel} 1,665$) dengan tingkat signifikan sebesar $0,015 < 0,05$, artinya terdapat pengaruh yang positif antara Kecerdasan Emosional terhadap kinerja Guru. Terdapat pengaruh yang positif dan simultan variabel Kompetensi dan Kecerdasan Emosional terhadap Kinerja Guru Raudhatul Athfal pada Kabupaten Simalungun. Dengan F_{hitung} sebesar 59,501 dengan tingkat signifikan 0,000. ($F_{hitung} 59,501 > nilai F_{tabel} 3,29 sig 0,000 < 0,05$).

Introduction

Education has a very important role because education prepares human resources for the development of the nation, including in the implementation of education for early childhood. The Former Minister of Education Wardhiman Joyonegoro (2015) stated in the Journal of Teacher Professional Competency in Effective Learning: "Human Resources (HR), namely: 1) Equipment, 2) Quality books, 3) Teachers and education staff.

According to Hamzah, "teacher as an agent of change is a profession that requires special skills". This type of work cannot be done by just anyone outside the field of educational staff, even though many people still do it, resulting in this profession being easily exposed to pollution" (Hamzah B Uno, 2008). According to the Minister of Education and Culture Regulation (Permendikbud) Number 137 of 2014, there are 4 competencies that PAUD teachers

must have, namely: 1) Pedagogical Competency, 2) Personality Competency, 3) Professional Competency, and 4) Social Competency.

Mulyasa stated that teacher abilities are very necessary to develop and demonstrate educational behavior. It is not just about learning specific teaching skills, but also about combining and linking those skills in the form of real behavior (E Mulyasa: 2007).

According to Goleman (2020) in the Journal of the Influence of Job Competency and Emotional Intelligence on Employee Performance through Organizational Citizenship Behavior (Study of Hotel Horison Pekalongan Employees), emotional intelligence refers to an individual's ability to control their emotions, maintain resilience when facing challenges, manage impulses, motivate themselves, regulate their mood, and empathize with others.

Based on the explanation above, it is clear that teachers must have the competence and emotional intelligence in a teacher's performance. In other data that researchers collected through direct interviews with teachers, it was also found that there were still teachers in Raudhatul Athfal in Simalungun Regency who did not have good pedagogical competence, such as teachers who were still not good at designing daily learning program plans (RPPH), making learning media, there were still teachers who are not good at emotional intelligence, such as teachers who are not good at motivating themselves, that is, they are still not good at using their deepest desires to move and guide towards the targets to be achieved, there are still teachers who are not good at preparing learning plans, implementing learning and learning evaluation.

Literature Review

1. Teachers

According to Law Number 14 of 2005 concerning Teachers and Lecturers article 1 paragraph 2, "Teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students on formal education pathways, starting from early childhood education, primary education, to secondary education." According to Adler in Bafadal, "The role of the teacher is very crucial in determining educational success (Ibrahim Bafadal, 2009). Law no. 20 of 2003 states that "The main duties of teachers include educating, teaching, guiding, training, assessing and evaluating students at various levels of education, from early childhood education to secondary education, including in the context of formal education (Dadi Permadi, 2010).

Based on the definition above, a teacher is an educational staff member who is trained to provide education, teaching, training, guidance, direction, assessment, and evaluation to enhance the intellectual capacity of the nation.

According to Mulyasa, teachers have a very important role in helping students achieve their life goals optimally. This belief arises because humans are vulnerable creatures, who always need the help of other people from birth until the end of their lives. This shows that every individual needs help from other people in their development process, and this also applies to students (E Mulyasa, 2007).

By paying attention to the studies of Pullias and Young, Manan, and Yelon and Weinstein in Mulyasa, at least 19 teacher roles can be identified, namely teachers as educators, teachers, mentors, coaches, advisors, innovators, models and role models, individuals, researchers, drivers. creativity, insight generator, routine worker, camp shifter, storyteller, actor, emancipator, evaluator, and preserver (E Mulyasa, 2007).

2. Teachers' Performance

According to Supardi, "Performance is an activity carried out to carry out, and complete tasks and responsibilities following predetermined expectations and goals. Judging from the meaning of the word performance, it comes from the word performance." According to Ruky in Supardi, the word performance gives three meanings, namely; 1) "achievement" as in the context or sentence "high-performance car", or "very fast car"; 2) "performance" as in the context or sentence "Folk dance performance", or "folk dance performance"; 3) "carrying out duties" as in the context or sentence "in performing his/her duties". From the definition above, performance is defined as achievement, showing an activity or action and carrying out the tasks that have been assigned.

Thus, according to researchers, teachers determine the quality of education, the success or failure of the learning process, whether or not educational and learning goals are achieved, the organization of infrastructure, students, media, tools, and sources of learning efficiency and can shape the discipline of students and teachers themselves.

3. Indicators of Teachers' Performance

According to Locke and Latham in Supardi, individually, a person's performance is determined by several areas as follows: 1) ability; 2) commitment (commitment); 3) feedback (feedback); 4) task complexity (task complexity); 5) conditions that hinder (situational constraints); 6) challenge (challenge); 7) goal (goal); 8) facilities; 9) self-accuracy (self-

efficacy); 10) direction (direction); 11) effort (effort); 12) endurance/persistence, 13) special strategies for facing tasks (task-specific strategies) (Supardi, 2013).

According to the National Council for Accreditation of Teacher Education in Supardi, things that can be used as indicators of teacher performance standards include::

Standard 1: Knowledge, skills, and dispositions;

Standard 2: Assessment system and unit evaluation;

Standard 3: Field experience and clinical practice;

Standard 4: Diversity;

Standard 5: Faculty Qualification, performance, and development;

Standard 6: unit governance and resources (Supardi, 2013).

The indicators above show that teacher performance standards are a form of quality or benchmark that shows the amount and quality of work that teachers must produce including knowledge, skills, placement systems, and units of variation in experience, practical abilities, qualifications, work results, and development.

Based on the opinions of the experts above, the researcher can conclude that the indicators for the performance variables in this research are learning planning, learning implementation, learning evaluation, and learning supervision.

4. Teacher Competence

Mulyasa (2022) in the book *The Teaching Profession* defines competency as an attribute that guarantees the existence of human resources with superior quality. These attributes include special skills, knowledge, expertise, or characteristics.

Muchtar (2023) in the *Journal of Teacher Concepts in the View of Ki Hajar Dewantara and from an Islamic Education Perspective* defines teacher or educator competency as all the abilities that a teacher or educator must have (such as requirements, traits, personality) to carry out their duties well.

According to Minister of Education and Culture Regulation no. 137 of 2014 in Asef Umar Fakhruddin, "RA teachers must have four competencies, namely pedagogical competence, personality competence, professional competence and social competence". (Asef Umar Fakhruddin, 2019).

Teacher Competency Indicator Table

No	Teacher Competence	Teacher core competency indicators
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- 1 Pedagogic
 - Organizing developmental aspects according to the characteristics of early childhood;
 - Analyze play theory according to aspects and stages of development, needs, potential, talents, and interests of early childhood;
 - Designing early childhood development activities based on the curriculum; Designing RPPH, RPPM, Annual Program, Semester Program, creating learning media, and so on;
 - Utilizing technology, information, and communication for the benefit of carrying out educational development activities;
 - Organizing educational development activities;
 - Developing the potential of early childhood for self-actualization;
 - Communicate effectively, empathetically, and politely;
 - Organizing and producing assessment reports, process evaluations, and early childhood learning outcomes;
 - Determine the scope of targets for assessment of learning processes and outcomes in early childhood;
 - Using the results of assessment, development, and evaluation of programs for the interests of early childhood development;
 - Carry out reflective, corrective, and innovative actions to improve the quality of early childhood development processes and outcomes.
- 2 Personality
 - Act following Indonesian national norms, religion, law, social, and culture;
 - Present yourself as an honest person, with noble character, a role model for young children and society; Present yourself as a steady, stable, mature, wise, wise and authoritative person; Demonstrate work ethic, high responsibility, self-confidence, and pride in being a teacher; Uphold the teacher's code of ethics.
- 3 Profesional
 - Develop materials, structures, and concepts in scientific fields that support and are in line with the needs and stages of development of early childhood;

- Creatively designing various development activities according to the stages of early childhood development;
Develop professionalism continuously by carrying out reflective actions.
- 4 Social Be inclusive, act objectively, and not be discriminatory due to considerations of gender, religion, race, ethnicity, physical condition, family background and socio-economic status;
Communicate effectively, empathetically, and politely with fellow educators, education staff, parents, and the community;
Adapting to the socio-cultural and national diversity of Indonesia;
Building professional communication
-

Emotional Intelligence

Intelligence or what is usually called intelligence comes from the Latin "intelligence" which means to connect or unite one another (to organize, to relate, to bind together) (Uswah Wardiana, 2014). According to the Indonesian Online Dictionary, intelligence comes from the word intelligent which means perfect development of the mind (to think, understand, and so on); perspicacious (<https://kbbi.web.id/cerdas>).

It can be concluded that intelligence is a person's ability to solve the problems faced, in this case, it is a problem that requires mental abilities and can be measured quantitatively and qualitatively.

According to Baghdad Afero and Adman, 2016, emotional intelligence is the ability to use emotions effectively in dealing with situations, understand other people's feelings, maintain focus, and understand things that are considered important. A person's level of emotional intelligence becomes better when they can manage emotions well, motivate themselves, have high empathy, and manage interpersonal relationships well.

Based on the opinions of the experts above, it can be concluded that the indicators for this emotional intelligence variable are recognizing self-awareness, self-regulation, motivation, empathy, and social skills.

Research Methods

The quantitative paradigm emphasizes testing theory through measuring research variables using numbers and analyzing data using statistical procedures (Jemmy Rumengan, 2010).

The method used in this research is a survey method with correlational analysis techniques, namely research that aims to find the relationship or influence of two or more variables. The research approach used is quantitative, namely research that is based on considering numbers or statistics of a variable so that it can be studied separately and then connected. This research was carried out with the help of the SPSS application.

A population is a group of objects or individuals that will be used as research or study subjects, which have the same characteristics or traits (Andi Supangat, 2013: 3). A sample is part of a population (example) to be used as material for study in the hope that the sample taken from the population can be representative of the population (Andi Supangan, 2007).

According to Suharsimi Arikunto, 2011, "Sampling can be determined as follows: if the population is less than 100, it is better to take the entire population so that the research is population research. However, if the number of subjects is large, you can sample between 10-15%, 20-55%, or more of the population.

The population in this study were teachers who worked at Raudhatul Athfal in Simalungun Regency with a total of 350 people. From this population, 10% of the teachers were sampled, namely around 35 teachers.

To produce a good model, you must test the quality of the data, namely testing validity and reliability. Before being analyzed and evaluated, the data is first tested using a validity test which is used to measure whether a questionnaire is valid or not. The criteria for determining the validity of a questionnaire are as follows:

- 1) If $r_{\text{count}} > r_{\text{table}}$ then the question is valid.
- 2) If $r_{\text{count}} < r_{\text{table}}$ then the question is invalid.
- 3) The calculated r value can be seen in the corrected item-total correlation column.

A reliability test is a tool for measuring a questionnaire which is an indicator of a variable or construct. This test is carried out after the validity test, and what is tested must be valid. The reliability of a variable construct is said to be good if it has a Cronbach's Alpha value > 0.6 , reliability testing is carried out using the following criteria:

- 1) If $r_{\text{alpha}} > r_{\text{table}}$, then the questionnaire is reliable
- 2) If $r_{\text{alpha}} < r_{\text{table}}$, then the questionnaire is not reliable.

To find out whether the regression model shows a very significant and representative relationship, the model must meet the classic assumptions of regression. The classical assumption tests carried out are normality, multicollinearity, and heteroscedasticity tests.

The data analysis model used in this research is multiple linear regression. In general, multiple linear regression (with more than one predictor) can be formulated as follows:

$$Y = a + b_1 \cdot X_1 + b_2 \cdot X_2 + e$$

Notes:

Y : Teacher Performance

a : Constant X=0

$b_1 b_2$: The regression coefficients

X_1 : Academic qualifications

X_2 : Emotional Intelligence

e : Standart Error

Discussion

This research consists of 2 (two) independent variables, namely: competence and emotional intelligence, and also consists of 1 (one) dependent variable, namely: teacher performance.

a. *Validity Test*

Questionnaire validity and reliability tests are carried out to test whether a questionnaire is suitable for use as a research instrument. If each question or statement has a value > 0.30 then the question or statement is declared valid.

From the validity test results of variable X_1 , it is known from the SPSS output that the validity test results of 13 statements on the teacher competence variable can be declared valid because all coefficient values are greater than 0.33.

From the results of the Validity Test of Variable X_2 , it is known from the SPSS output that the validity test results of 12 statements on the work culture variable can be declared valid because all coefficient values are greater than 0.33.

From the results of the Validity Test of Variable Y, it is known from the SPSS output that the validity test results of 15 statements on the teacher performance variable can be declared valid because all coefficient values are greater than 0.30.

b. *Reliability Test*

Reliability is the degree of precision, precision, or accuracy demonstrated by a measurement instrument. In this research, to determine whether the questionnaire is reliable or not, Cronbach's alpha was used. According to Ghazali and Kuncoro in Jemmy Rumengan, a construct or variable is said to be reliable if Cronbach's alpha is >0.60 and unreliable if it

is equal to or below 0.60 (Jemmy Rumengan, 2010: 74). The reliability of the questionnaire questions that the author has asked respondents in the research will be seen in the Reliability Statistics table which is presented in the following table:

Reliability Test Table for Variable X1 (Teacher Competency) Reliability Statistics

Cronbach's	N of Items
Alpha	
903	13

Source: SPSS Processing Results Version 25.00

From the table above it can be seen that the SPSS output results show that Cronbach's Alpha value is $0.903 > 0.60$, so it can be concluded that the statements that have been presented to respondents consisting of 13 statements on the emotional intelligence variable are reliable or can be accepted and are said to be reliable.

**Reliability Test Table for Variable X2 (Emotional Intelligence)
Reliability Statistics**

Cronbach's	N of
Alpha	Items
,924	12

Source: SPSS Processing Results Version 25.00

From the table above, it can be seen that the SPSS output results show that Cronbach's Alpha value is $0.924 > 0.60$, so it can be concluded that the statements that have been presented to respondents consisting of 12 statement items on the organizational culture variable are reliable or can be accepted and can be said to be reliable.

**Reliability Test Table for Variable Y (Teacher Performance)
Reliability Statistics**

Cronbach's	N of
Alpha	Items
,926	15

Source: SPSS Processing Results Version 25.00

From Table 4.22 above, it can be seen that the SPSS output results show that the Cronbach's Alpha value is $0.926 > 0.60$, so it can be concluded that the statements that have been presented to respondents consisting of 15 statement items on the teacher performance variable are reliable.

c. *The Classical Assumption Test*

Before testing the hypothesis of this research, the classical assumptions were first tested. If the classical assumption test has been met, then the multiple linear regression statistical test tool can be used.

c.1. Normality Test

Data normality testing is carried out to see whether, in the regression model, the dependent and independent variables have a normal distribution or not. The normality test in this research is as follows

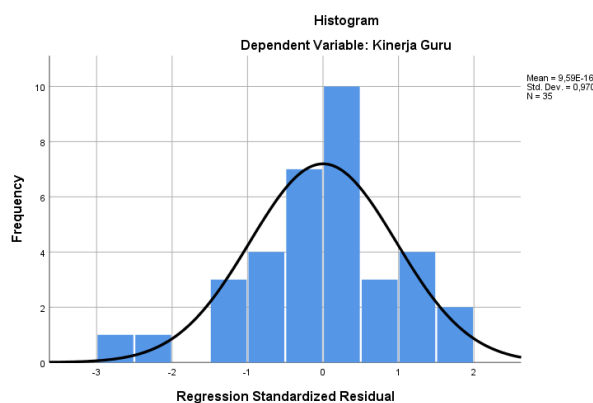


Figure 1. Histogram of Teacher Performance Normality Test

Based on the image of the normality test results for competency, emotional intelligence, and performance data, it is known that the data is normally distributed, where the histogram image has a line forming a bell and has a balanced convexity in the middle.

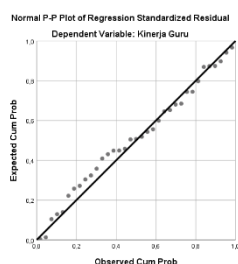


Figure 2. PP Plot of Teacher Performance Normality Test

Based on Figure 4.2, it can be seen that for the results of the data normality test using the PP Plot image, it can be seen that the data points for the performance variables are spread around the diagonal line so that the data is normally distributed. Therefore, the regression model is worth using.

Data Normality Table Using the Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		35
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,50888963
	Most Extreme Differences	
	Absolute	,092
	Positive	,053
	Negative	-,092
Test Statistic		,092
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

Source: SPSS Processing Results Version 25.00

Based on the results of Table 4.23 above, the probability value p or Asymp is known. Sig. (2-tailed) of 0.200. Because the p-value, namely 0.200, is greater than the significance level, which is 0.05. This means the data is normally distributed.

c.2. Multicollinearity Test

The multicollinearity test aims to test whether, in the regression model, a correlation is found between the independent variables. If the tolerance value is > 0.10 or VIF < 10 then it can be concluded that multicollinearity does not occur. The multicollinearity test of the distributed data results can be seen in the following table:

Table of Multicollinearity Test Results

Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Competence	,418	2,395
Emotional Intelligence	,418	2,395

a. Dependent Variable: Teachers Performance

Source: SPSS Processing Results Version 25.00

Based on Table 4.24, it can be seen that the Variance Inflation Factor (VIF) number is smaller than 10, including the emotional intelligence variable is $2.395 < 10$ and the organizational culture variable is $2.395 < 10$, and for the Tolerance value the emotional intelligence variable is $0.418 > 0.10$, and the competency variable $0.418 > 0.10$. So it can be concluded that the regression model is free from multicollinearity interference.

c.2. Heteroscedasticity Test

The heteroscedasticity test aims to test whether, in the regression model, there is an inequality of variance from the residuals of one observation to another observation.

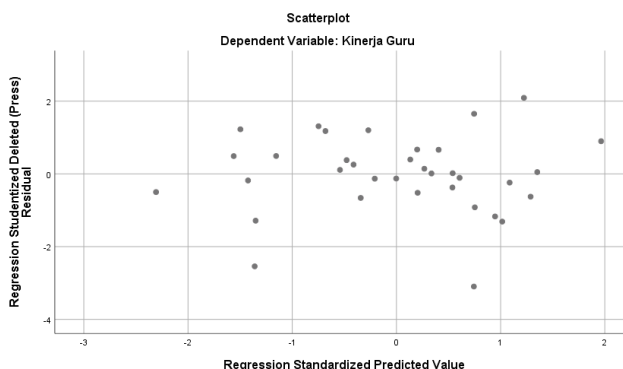


Figure 3. Scatterplot of Heteroscedasticity Test Results

Based on the image above, it can be seen that the scatterplot image shows that the resulting points are spread randomly and do not form a particular pattern or trend line. The image also shows that the data distribution is around the zero point. The results of this test show that this regression model is free from heteroscedasticity problems.

d. Multiple Linear Regression Test

The data analysis model used to determine the magnitude of the influence of the independent variable on the dependent variable is an econometric model with analysis techniques using the ordinary least squares model. The multiple linear regression analysis formula in this research is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

The results of multiple linear regression testing carried out with the help of the SPSS application can be seen as follows:

Table of Multiple Linear Regression Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	9,117	4,532		2,011	,053
Competence	,653	,133	,616	4,893	,000
Emotional Competence	,332	,129	,323	2,566	,015

a. Dependent Variable: Teacher Performance

Based on table, 4.25 seen above, the regression equation obtained is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

$Y = 9,117 + 0,653 X_1 + 0,332 X_2 + e$ The interpretation of the multiple linear regression equation is:

- If everything in the independent variables is considered zero, then Teacher Performance (Y) is 9.117;
- If there is a decrease in Competency by 1, then Teacher Performance (Y) will decrease by 0.653;
- If there is a decrease in Emotional Intelligence by 1, then Teacher Performance (Y) will decrease by 0.332.

Conclusion

Competency (X1) has a partial influence on Teacher Performance (Y). This can be seen from the multiple linear regression analysis via the t-test which states that the competency variable has a Tcount value of 4.893 while Ttable is 1.694 (Tcount 4.893 > Ttable 1.694) with a significant level of 0.000 < 0.05, meaning that there is a significant influence between competence and teacher performance.

There is a partial influence between Emotional Intelligence with a Tcount of 2.566 while Ttable is 1.694 (Tcount 2.566 > Ttable 1.665) with a significant level of 0.015 < 0.05, meaning there is a positive influence between Emotional Intelligence on Teacher performance.

There is a positive and simultaneous influence of the Competency and Emotional Intelligence variables on the Performance of Teacher Raudhatul Athfal in Simalungun Regency. With Fcount of 59.501 with a significance level of 0.000. (Fcount 59.501 > Ftable value 3.29 sig 0.000 < 0.05).

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