



THE INFLUENCE OF WORK DISCIPLINE, EMOTIOBAL INTELLIGENCE, AND WORK MOTIVATION ON THE PERFORMANCE OF PAUD TEACHERS IN PAMULANG, SOUTH TANGERANG

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ABSTRACT

The purpose of this study was to determine the effect of work discipline and emotional intelligence on the performance of PAUD teachers in Pamulang, South Tangerang. The research method used in this research is descriptive with a quantitative approach. The population amounted to 1,652 people, this study used a sampling technique with the accidental sampling method and obtained a total sample in this study of 50 respondents. Data analysis techniques using multiple linear regression.

The results showed that: There is a positive and significant influence of work discipline and emotional intelligence variables on the performance of PAUD teachers in Pamulang, South Tangerang. This is evidenced by the value of $F_{hitung} > F_{table}$, namely $72.591 > 2.70$ with a probability value (significance) = 0.000 which is below 0.005.

Keywords: *work discipline, emotional intelligent, work motivation, performance.*

I. INTRODUCTION

A. Research Background

Based on Law Number 20 of 2003 concerning National Education System in Chapter 1 Article 1 Paragraph 1, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, teachers, develop all the potential of students through the learning process.

As one of the components in the teaching and learning process (PBM), Nurdin & Usman (2003) state that teachers have a position that determines the success of learning in designing, managing, implementing and evaluating learning. Teachers also have a position as a central figure in improving the teaching and learning process. In the hands of the teachers lies the success or failure of achieving teaching and learning objectives in schools, and in their hands also depends on the future career of students who are the foundation of parents.

In improving the quality of students, it is appropriate if teachers always improve their performance in carrying out their duties and obligations, through the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers article 69 paragraph 2 and Permendiknas RI No. 18 of 2007 that the competencies that teachers must have are pedagogical competence, professional competence, social competence, and personality competence. The competencies possessed by the teacher point to the teacher's performance. Performance is the result of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara & Prabu, 2019).

Teacher performance in schools occupies an important position in achieving school goals, teacher performance will also be felt by students and parents. For this reason, teachers must be truly competent in their fields and teachers are also expected to be able to serve optimally. In reality, teacher performance in Indonesia is also low. The performance of PAUD teachers in Pamulang sub-district is also low. This is based on the results of interviews with several related parties who stated that the performance of teachers is not optimal, marked by several background problems such as the level of teacher discipline such as some teachers preparing learning tools only when they are about to be supervised, competencies possessed, abilities possessed by teachers, less innovative learning so that it seems monotonous and one-way learning. There are several factors that influence teacher performance. Among these factors are work discipline, emotional intelligence and motivation.

Work discipline is one of the things that affects teacher performance. This is because work discipline is one of the elements of discipline at work. According to Sutrisno et al., (2010) discipline is the behavior of a person in accordance with regulations, work procedures, or discipline in attitudes, behavior, actions in accordance with the rules of an organization or institution. Thus in this case the teacher if he violates the existing order, then the teacher has poor work discipline and vice versa if the teacher obeys, submits, obeys the rules then has good work discipline. Teachers are expected to have discipline in order

to comply with the norms and rules set by the school. Discipline is also a training process for teachers to develop self-control and be more effective at work. Therefore, there is a presumption that teachers who have a high level of discipline will be in line with their performance.

Teachers can be said to have quality performance if the teacher has emotional skills which are part of emotional intelligence. The emotional skills that teachers must have include teacher interactions with students, where teacher interactions with students will be of good quality if the interactions between teachers and teachers, teachers with principals and teachers with school staff are also good. Good interactions with others will be good if you have good emotional intelligence too. Cherniss et al., (2006) suggests that emotional intelligence determines a person's position to learn practical skills based on its five elements, namely: self-awareness, self-motivation, self-control, empathy and skills in building relationships.

Based on observations made by researchers, there are still teachers who prioritize developing intellectual intelligence, but override the important role of emotional intelligence. Therefore, psychologically, the emotional intelligence of teachers in the sub-district varies and results in a gap in the education process in one school to another.

In addition, work motivation has a very important role for achieving maximum organizational goals, because with motivation teachers can complete their work according to predetermined standards. According to Mulyana (2018), teachers as one of the components in teaching and learning activities (KBM) have a role that determines the success of learning because the main function of teachers is to design, manage, implement and evaluate learning. Therefore, fostering teacher work motivation is very important.

Work motivation can provide energy that mobilizes all existing potential, creates high and noble desires, and increases collective enthusiasm. Each party works according to the rules and measures set by mutual respect, mutual need, mutual understanding, and mutual respect for their respective rights and obligations in the overall operational work process. Work motivation looks like a basic human need, and work motivation as an intensive that is expected to fulfill the desired basic needs. Motivating teachers means moving teachers to do something or want to do something. In teaching and learning activities, the role of motivation, both intrinsic and extrinsic, is very necessary. With motivation, teachers can develop activity and initiative, can direct and maintain perseverance in carrying out learning activities.

Factors that motivate teachers to go all out in their professional positions are influenced by several things, starting from the status of the teacher himself, students, environment, age, and other factors that might trigger and hinder the performance of the teacher himself. Individual social problems of teachers in schools also affect teacher motivation, researchers have heard the issue of disharmony from several teachers, whether true or not it will inevitably cause discomfort at work, thereby reducing teacher performance.

Ideally, the work motivation of teachers must be high and unyielding to always analyze the learning activities they carry out so that an ideal learning process can be created. On the other hand, motivation to always develop

themselves with the aim of improving the competencies possessed by teachers is absolutely necessary in order to be able to compete and keep up with developments. Being willing to search, analyze, think more, and work hard is the key to becoming an ideal teacher, although the challenge to become so is not easy. It is all for the sake of realizing a good educational process so that it can produce quality students as well.

Based on the explanation above and considering the importance of work discipline, emotional intelligence, and motivation which are thought to affect teacher performance, the researcher will try to conduct research with the title: **"The Effect of Work Discipline, Emotional Intelligence, and Motivation on the Performance of PAUD Teachers in Pamulang, South Tangerang"**.

B. Research Background

Based on the background of the problem, the researcher formulated the problem as follows:

1. Is there an influence of work discipline on the performance of PAUD teachers in Pamulang, South Tangerang?
2. Is there an influence of emotional intelligence on the performance of PAUD teachers in Pamulang, South Tangerang?
3. Is there an effect of work motivation on the performance of PAUD teachers in Pamulang, South Tangerang?
4. Is there an influence of work discipline, emotional intelligence, and work motivation on the performance of PAUD teachers in Pamulang, South Tangerang?

C. Research Objectives

The objectives to be achieved in this study are to find out:

1. The effect of work discipline on the performance of PAUD teachers in Pamulang, South Tangerang.
2. The effect of emotional intelligence on the performance of PAUD teachers in Pamulang, South Tangerang.
3. The effect of work motivation on the performance of PAUD teachers in Pamulang, South Tangerang.
4. The effect of work discipline, emotional intelligence, and work motivation on the performance of PAUD teachers in Pamulang, South Tangerang.

II. LITERATURE REVIEW

A. Work Discipline

Work discipline employees a factor that determines the success of an organization, because no matter how much capital invested by an investor, sophisticated any technology applied in the company and no matter how high the level of human resources education, without the attitude of discipline in work, impossible companies can achieve maximum profit targets of the target in the event (Ramdhan, 2022). Furthermore, Siagian (in Sari & Sandi, 2023) explains that work discipline in human resource management departs from the view that no human being is perfect, free from mistakes and mistakes."

Afandi (2018) explains in detail that the definition of work discipline is an order or regulation made by the management of an organization, ratified by

the board of commissioners or owners of capital, agreed upon by the trade union and known by the Manpower Office so that people who are members of the organization are subject to existing rules with pleasure, so that it is created and formed through a process of a series of behaviors that show the values of obedience, compliance, order and order.

Based on this opinion, it can be concluded that work discipline is a concept or principle that refers to a person's ability to carry out their duties and responsibilities in a timely, consistent manner, and in accordance with applicable rules or standards. It involves a willingness and commitment to follow procedures, comply with company regulations, and maintain productivity and efficiency in the work environment. With strong work discipline, individuals or organizations can achieve better efficiency, increase productivity, and create a professional and highly competitive work environment.

B. Emotional intelligent

According to Goleman (2000), emotional intelligence is the ability to recognize one's own feelings and the feelings of others, the ability to motivate oneself and the ability to manage emotions well in oneself and in relationships with others. Emotional intelligence is a set of abilities, competencies, and noncognitive skills that influence a person's ability to understand feelings and their meaning, and control feelings deeply so as to help emotional and intellectual development (Uno, 2023).

It can be concluded that Emotional intelligence refers to a person's ability to recognize, understand, manage, and control one's own emotions as well as the emotions of others. It is an important ability in interacting with others, managing stress, making good decisions, and achieving personal and professional goals. The importance of emotional intelligence has been recognized in various fields, including human resource management, leadership, and personal development. Strengthening emotional intelligence can help one to improve the overall quality of their personal life and career.

C. Work Motivation

Richard M. Stears (in Darwati, 2023) explains that motivation is the strength of an individual's tendency to involve himself in goal-directed activities at work. This is not a feeling of pleasure relative to the results of various jobs as well as performance, but rather a feeling of willingness to work to achieve job goals. Motivation is one of the success factors in achieving performance in accordance with the company's operational strategy objectives because motivation can also be said to be energy to generate encouragement in the company related to motivation is to trigger an impetus to generate employee performance (Ramdhan & Rosita, 2024).

According to Mahendro Sumardjo (2018) work motivation is the behavior and factors that influence employees to show individual intensity, direction, and perseverance as an effort to achieve organizational goals. This means that motivation cannot only come from the individual, but there are external factors that can stimulate it as well.

Based on this, it can be concluded that work motivation is an internal

drive or force that encourages a person to seek and complete tasks or work with the aim of achieving the desired results. It involves psychological, emotional, social, and economic factors that influence a person's behavior at work. Work motivation can vary between individuals based on differences in personal values, experiences, and environmental conditions. Therefore, it is important for organizations to understand and manage these motivational factors to create a work environment that promotes employee productivity and well-being.

D. Performance

Performance is the result of employee work is the result obtained from a job carried out by employees (Ramdhan et al., 2023). According to Kreitner (in Agustia, 2024) performance is an evaluative opinion on the nature, behavior of a person, or achievement as a basis for decisions and personnel development plans. In general, it can be said that performance is the manifestation or success of the work of a person or organization in achieving its goals (Astri, 2024).

Based on the opinions of these experts, it is concluded that performance can be interpreted as the level of achievement or results obtained from efforts or activities carried out by a person, team, or organization in achieving certain goals or standards. A good understanding of performance is important for managing and developing human resources, making strategic decisions, and evaluating the effectiveness of programs and activities.

III. RESEARCH METHODOLOGY

A. Research Scope

The object of research is pre-school teachers in Pamulang, South Tangerang This research was conducted from November 2023 to March 2024. As for what will be discussed in this study focuses on issues regarding work discipline, emotional intelligence, work motivation, and its influence on the performance of PAUD teachers in Pamulang, South Tangerang.

B. Population and Sample

According to Ramdhan (2021) population is like an organism, while the sample is an integral organ of the population. The sample must be able to represent the characteristics of the entire population. In other words, population and sample are two hails that are interrelated and inseparable. In this study, the population was all teachers at pre-school in Pamulang District, South Tangerang City, which amounted to 3,163 people. This study uses sampling techniques with accidental sampling method, which is the obtaining of samples from units or subjects available to researchers when data collection is carried out, or also called sampling by chance from the population. So in this study a sample of 100 people was obtained.

C. Research Type

This research was conducted using quantitative research methods. Quantitative research methods are systematic investigations of a phenomenon by collecting data that can be measured using statistical, mathematical, or computational techniques (Ramdhan, 2021). This research is shown to describe or describe existing phenomena, both natural and human-made. Quantitative

Descriptive Research describes its study using a measure of number, or frequency (Sukmadinata, 2019).

This research consists of many forms, both surveys, experiments, correlations, and regressions. This research is intended to test hypotheses using statistical calculations, this research is used to test the effect of work discipline (X_1), emotional intelligent (X_2), work motivation (X_3) on teacher performance (Y) under study. By using this research method, it will be known the significant influence between the variables studied so as to produce conclusions that will clarify the description of the object of research.

IV. Research Result

A. The Influence of Work Discipline on Teachers Performance

1. Correlation coefficient test

Table 1
Correlation Coefficient Test X_1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.606 ^a	.367	.362	8.180

a. Predictors: (Constant), DISCIPLINE

Source: SPSS Data Processing version 24

Based on the table above, the R number (correlation coefficient) is 0.606. This shows that there is a strong or high relationship between work discipline and PAUD teacher performance in Pamulang, South Tangerang.

2. Determination Coefficient Test

Based on table 1, the R^2 (R Square) value is 0.367. This shows that 36.7% of work discipline has contributed to the influence on the performance of PAUD teachers in Pamulang District, South Tangerang City, while the remaining 63.3% is influenced by other variables not examined in this study.

3. Hypothesis Test

Table 2
Regression Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	30.600	3.559		8.599	.000
DISCIPLINE	.753	.095	.606	7.920	.000

a. Dependent Variable: PERFORMANCE

Source: SPSS Data Processing version 24

Based on the table above, the simple linear regression equation is as follows: $Y = 30.600 + 0.753 X_1$, can be explained as follows:

- The intercept constant value of 30,600 is a constant (a). Stating that if $X = 0$, then the value of $\hat{Y} = 30,600$.
- The regression coefficient value of the work discipline variable on performance is 0.753. This means that if work discipline increases by 1 unit, it will increase performance by 0.753.

The hypothesis in this study was tested using the t test. If you pay attention to the results of the table above, the t_{count} value for the work discipline variable (X_1) on Teacher Performance (Y) is 7.920, while the t_{table} value for $n = 100$ is 1.985. So because the value of $t_{\text{count}} > t_{\text{table}}$, namely $7.920 > 1.985$. The probability value (significance) = 0.000, which is below 0.05.

Thus H_a is accepted, it can be concluded that there is a positive and significant effect of work discipline variable (X_1) on the performance of PAUD teachers in Pamulang, South Tangerang.

B. The Influence of Emotional Intelligent on Teachers Performance

1. Correlation coefficient test

Table 3
Correlation Coefficient Test X_2
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.499 ^a	.249	.242	8.911

a. Predictors: (Constant), EMOTIONAL INTELLIGENT

Source: SPSS Data Processing version 24

Based on the table above, the R number (correlation coefficient) is 0.499. This shows that there is a moderate relationship between emotional intelligence and the performance of PAUD teachers in Pamulang, South Tangerang.

2. Determination Coefficient Test

Based on table 3, the R^2 (R Square) value is 0.249. This shows that 24.9% of emotional intelligence has contributed to the influence on the performance of PAUD teachers in Pamulang District, South Tangerang City, while the remaining 75.1% is influenced by other variables not examined in this study.

3. Hypothesis Test

Table 4
Regression Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	30.948	4.613		6.709	.000
EMOTIONAL INTELLIGENT	.683	.114	.499	5.989	.000

a. Dependent Variable: PERFORMANCE

Source: SPSS Data Processing version 24

Based on the table above, the simple linear regression equation is as follows: $Y = 30.948 + 0.683 X_2$, can be explained as follows:

- The intercept constant value of 30.948 is a constant (a). Stating that if $X = 0$, then the value of $\hat{Y} = 30.948$.
- The regression coefficient value of the emotional intelligent variable on performance is 0.683. This means that if emotional intelligence increases by 1 unit, it will increase performance by 0.683.

The hypothesis in this study was tested using the t test. If you pay

attention to the results of the table above, the t_{count} value for the emotional intelligent variable (X_2) on Teacher Performance (Y) is 5.989, while the t_{table} value for $n = 100$ is 1.985. So because the value of $t_{\text{count}} > t_{\text{table}}$, namely $5.989 > 1.985$. The probability value (significance) = 0.000, which is below 0.050.

Thus H_a is accepted, it can be concluded that there is a positive and significant influence of emotional intelligent variables (X_2) on the performance of PAUD teachers in Pamulang, South Tangerang.

C. The Influence of Work Motivation on Teachers Performance

1. Correlation coefficient test

Table 5
Correlation Coefficient Test X_2
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.819 ^a	.670	.667	5.905

a. Predictors: (Constant), MOTIVATION

Source: SPSS Data Processing version 24

Based on the table above, the number R (correlation coefficient) is 0.819. This shows that there is a very strong or very high relationship between work motivation and the performance of PAUD teachers in Pamulang, South Tangerang.

2. Determination Coefficient Test

Based on table 11, the R^2 (R Square) value is 0.670. This shows that 67% of work motivation has contributed to the influence on the performance of PAUD teachers in Pamulang District, South Tangerang City, while the remaining 33% is influenced by other variables not examined in this study.

3. Hypothesis Test

Table 10
Regression Test
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.784	3.176		3.710	.000
	MOTIVATION	1.229	.083	.819	14.819	.000

a. Dependent Variable: PERFORMANCE

Source: SPSS Data Processing version 24

Based on the table above, the simple linear regression equation is as follows: $Y = 11.784 + 1.229 X_3$, can be explained as follows:

- The intercept constant value of 11.784 is a constant (a). Stating that if $X = 0$, then the value of $\hat{Y} = 11.784$.
- The regression coefficient value of the work motivation variable on performance is 1.229, meaning that if the work motivation variable increases by 1 unit, the teacher's performance will experience a binding of 1.229.

The hypothesis in this study was tested using the t test. If you pay attention to the results of the table above, the t_{count} value for the work motivation variable (X_3) on Teacher Performance (Y) is 14.819, while the t_{table} value for $n = 100$ is 1.985. So because the value of $t_{\text{count}} > t_{\text{table}}$, namely $14.819 > 1.985$. The probability value (significance) = 0.000, which is below 0.050.

Thus H_a is accepted, it can be concluded that there is a positive and significant influence of the teacher motivation variable (X_3) on the performance of PAUD teachers in Pamulang, South Tangerang.

D. The Influence of Work Discipline, Emotional Intelligent, and Work Motivation on Teachers Performance

1. Correlation coefficient test

Table 11
Correlation Coefficient Test X_2
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.820 ^a	.673	.663	5.940

a. Predictors: (Constant), MOTIVATION, EMOTIONAL INTELLIGENT, DISCIPLINE

Source: SPSS Data Processing version 24

Based on the table above, the R number (correlation coefficient) is 0.820. This shows that there is a very strong or very high relationship between work discipline, emotional intelligence, and work motivation on the performance of PAUD teachers in Pamulang, South Tangerang.

2. Determination Coefficient Test

Based on table 11, the R^2 (R Square) value is 0.673. This shows that 67.3% of work discipline, emotional intelligence, and work motivation have contributed to the influence on the performance of PAUD teachers in Pamulang District, South Tangerang City, while the remaining 32.7% is influenced by other variables not examined in this study.

3. Hypothesis Test

Table 10
Regression Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.554	3.550		2.973	.004
DISCIPLINE	.018	.110	.015	.166	.869
EMOTIONAL INTELLIGENT	.070	.103	.051	.684	.495
MOTIVATION	1.170	.121	.779	9.647	.000

a. Dependent Variable: PERFORMANCE

Source: SPSS Data Processing version 24

Based on the table above, the simple linear regression equation is as follows: $Y = 10.554 + 0.018 X_1 + 0.070 X_2 + 1.170 X_3$, can be explained as follows:

- The intercept constant value of 10.554 is a constant (a). Stating that if $X = 0$, then the value of $\hat{Y} = 10.554$.

- b. The regression coefficient value of the work discipline variable on performance is 0.018, meaning that if the work discipline variable increases by 1 unit, the teacher's performance will experience a binding of 0.018. Assuming other variables are constant.
- c. The regression coefficient value of the emotional intelligent variable on performance is 0.070, meaning that if the emotional intelligent variable increases by 1 unit, the teacher's performance will experience a binding of 0.070. Assuming other variables are constant.
- d. The regression coefficient value of the work motivation variable on performance is 1.170, meaning that if the work motivation variable increases by 1 unit, the teacher's performance will experience a binding of 1.170. Assuming other variables are constant.

Table 11
Regression Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7683.833	3	2561.278	72.591	.000 ^b
Residual	3740.067	106	35.284		
Total	11423.900	109			

a. Dependent Variable: PERFORMANCE

b. Predictors: (Constant), MOTIVATION, EMOTIONAL INTELLIGENT, DISCIPLINE

Source: SPSS Data Processing version 24

The hypothesis in this study was tested using the F test. If you pay attention to the results of the table above, the F_{count} value for the work discipline variable (X_1), emotional intelligence (X_2), and work motivation (X_3) on teacher performance (Y) is 72.591, while the F_{table} value for $n = 100$ is 2.70. So because the value of $F_{\text{count}} > F_{\text{table}}$, namely $72.591 > 2.70$. The probability value (significance) = 0.000, which is below 0.050.

Thus H_a is accepted, it can be concluded that there is a positive and significant influence of work discipline variables (X_1), emotional intelligence (X_2), and work motivation (X_3) on the performance of PAUD teachers in Pamulang, South Tangerang.

V. CLOSURE

A. Conclusion

Based on the results of data processing and analysis of research results to answer research questions, it can be concluded as follows:

1. Work discipline (X_1) has a positive and significant effect on teacher performance in PAUD in Pamulang District, South Tangerang City, with a $t_{\text{count}} > t_{\text{table}}$ ($7.920 > 1.985$), with a probability value (significance) of $0.000 < 0.005$, it can be concluded that work discipline (X_1) partially has a positive and significant effect on the performance of PAUD teachers in Pamulang, South Tangerang.
2. Emotional intelligent (X_2) has a positive and significant effect on the performance of teachers in PAUD in Pamulang District, South Tangerang

- City, with the value of $t_{count} > t_{table}$ ($5.989 > 1.985$), with a probability value (significance) $0.000 < 0.005$, it can be concluded that emotional intelligent (X_2) partially has a positive and significant effect on the performance of PAUD teachers in Pamulang, South Tangerang.
3. Work discipline (X_3) has a positive and significant effect on the performance of teachers in PAUD in Pamulang District, South Tangerang City, with the value of $t_{count} > t_{table}$ ($14.819 > 1.985$), with a probability value (significance) $0.000 < 0.005$, it can be concluded that work motivation (X_3) partially has a positive and significant effect on the performance of PAUD teachers in Pamulang District, South Tangerang City.
 4. Work discipline (X_1), emotional intelligence (X_2), and work motivation (X_3) have a positive and significant effect on teacher performance in PAUD in Pamulang District, South Tangerang City, with a value of $F_{hitung} > F_{table}$ ($75.291 > 2.70$), with a probability value (significance) of $0.000 < 0.005$, it can be concluded that work discipline (X_1), emotional intelligence (X_2), and work motivation (X_3) together have a positive and significant effect on the performance of PAUD teachers in Pamulang, South Tangerang City.

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