



THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON ORGANIZATIONAL COMMITMENT OF TEACHERS AT SMP ISLAM AL-IHSAN TANGERANG SELATAN

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ABSTRACT

The Influence of the Emotional intelligence on Organizational Commitment of Teachers at SMP Islam Al-Ihsan Tangerang Selatan.

The purpose of this research is to determine the emotional intelligence on organizational commitment of teachers at SMP Islam Al-Ihsan Tangerang Selatan.

The research method used in this research is descriptive with a quantitative approach. The sampling technique used saturated samples so that the number of samples in this study was 60 respondents. Data analysis technique using multiple regression.

The research results show that: There is a positive and significant influence of the emotional intelligence variable on organizational commitment of teachers at SMP Islam Al-Ihsan Tangerang Selatan. This is proven by the value of $t_{count} > t_{table}$, namely $6.104 > 2.002$ with a probability value (significance) = 0.000, which is below 0.05.

Keywords: Emotional intelligence and Performance.

I. INTRODUCTION

A. Research Background

Emotional Intelligence (EI) refers to an individual's ability to recognize, understand, manage, and use their own and others' emotions effectively in various situations. Emotional intelligence includes several main components, such as self-awareness, emotional management, empathy, social skills, and interpersonal relationship management. In the context of organizations, especially in educational environments, emotional intelligence is very important because it can influence how individuals interact with coworkers, students, and superiors, as well as how they deal with the challenges and stress that come with their jobs.

One important element in an educational organization is organizational commitment, which describes the level of attachment, loyalty, and dedication of an employee (in this case a teacher) to the goals and values of the

organization. Organizational commitment plays a major role in improving performance, minimizing turnover, and creating a more stable and productive work environment. In the world of education, teachers who have a high commitment to the organization are expected to be able to provide maximum contribution to the quality of teaching and student development.

The phenomenon that occurred at SMP Islam Al-Ihsan Tangerang Selatan shows the challenges in increasing the organizational commitment of teachers. Although the school has a clear vision and mission, as well as adequate facilities, there are indications that some teachers feel less committed to the organization. Several factors that contribute to this low commitment include feelings of being underappreciated, tension in relationships between colleagues, and stress due to high workloads. There are also problems related to ineffective communication between teachers and school management, which in turn affects teacher morale and commitment to the institution.

This study will examine the influence of emotional intelligence on teacher organizational commitment at SMP Islam Al-Ihsan Tangerang Selatan, with the hope of understanding more deeply how emotional intelligence can increase teacher commitment to the school. Teachers with high levels of emotional intelligence tend to be better able to manage stress, adapt to change, and build healthy interpersonal relationships, both with colleagues, students, and management. This is expected to create a more positive work environment and increase their commitment to organizational goals.

Related phenomena that occur are differences in the level of commitment among teachers at SMP Islam Al-Ihsan. Several teachers show a high level of commitment, always take the initiative in school activities, and actively participate in various school programs. However, there are also teachers who show less involvement and loyalty to the organization, which can be seen from the low motivation to participate in professional development activities or the lack of enthusiasm in carrying out additional tasks given. In this case, it is suspected that emotional intelligence is a determining factor that influences how these teachers respond to challenges in their work, as well as how much they feel connected to the organization.

Given this phenomenon, it is important to further explore how emotional intelligence can affect the level of organizational commitment of teachers at SMP Islam Al-Ihsan Tangerang Selatan. This study is expected to provide insight for school management to design training and development programs that can improve teachers' emotional intelligence, which in turn can improve their commitment to the school and their overall performance.

Based on the background of the problems that have been explained, the researcher is interested in conducting a study entitled **“The Influence Of Emotional Intelligence On Organizational Commitment Of Teachers At SMP Islam Al-Ihsan Tangerang Selatan”**.

B. Research Formulation

Based on the background of the problems that have been described above, the researcher formulated the problem of this study as *"is there an influence of emotional intelligence on the organizational commitment of teachers at SMP Islam Al-Ihsan Tangerang Selatan?"*.

C. Research Objectives

In accordance with the background of the problem and the formulation of the problem above, the aim of this study is to determine the influence of emotional intelligence on the organizational commitment of teachers at Al-Ihsan Islamic Middle School, South Tangerang.

II. LITERATURE REVIEW

A. Emotional Intelligence

According to Umami Kultsum (2024), emotional intelligence is the potential that exists within a person to be able to feel, use, communicate, recognize, remind, describe emotions. Emotional Intelligence (EI) is the ability to recognize, understand, manage, and utilize one's own emotions and the emotions of others in a positive way to reduce stress, communicate more effectively, build empathy, overcome challenges, and achieve goals. Emotional intelligence is not only related to the ability to feel emotions, but also the ability to manage and direct them to support healthy social relationships and the achievement of personal and professional goals (Guntor et al., 2022).

Emotional intelligence is greatly influenced by the environment, it is not permanent, it can change at any time. Therefore, the role of the environment, especially parents during childhood, greatly influences the formation of emotional intelligence. EQ skills are not the opposite of IQ skills or cognitive skills, but both interact dynamically, both at the conceptual level and in the real world. In addition, EQ is not greatly influenced by hereditary factors (Manizar, 2016). Individuals who have a better level of emotional intelligence, can be more skilled in calming themselves down quickly, are less likely to catch diseases, are more skilled in focusing attention, are better at relating to others, are more capable of understanding others and do better in academic work at school (Thaib, 2013).

In essence, intrapersonal intelligence is part of emotional intelligence. Therefore, this emotional intelligence needs to be understood, owned, and paid attention to in its development, considering that today's life conditions are increasingly complex. This increasingly complex life has a very bad impact on the constellation of a person's emotional life (Maitrianti, 2021).

Emotional intelligence (EI) is, in my opinion, a very important aspect of one's personal and professional life. In a world full of stress and challenges, the ability to manage emotions and interact with others effectively can be a major determinant of success in a variety of situations. Often, people with high emotional intelligence are more adaptable to change, able to manage conflict, and more effective in working in teams. This explains why emotional

intelligence is often more influential than intellectual intelligence (IQ) in many contexts, especially in social interactions and decision-making. Overall, I believe that emotional intelligence is a very valuable skill, which can be learned and developed over time. This ability affects almost every aspect of our lives, whether in personal relationships, careers, or in dealing with the challenges of everyday life. Developing emotional intelligence allows one to be more adaptive, more thoughtful in dealing with conflict, and more successful in creating harmonious and productive relationships.

B. Organizational Commitment

Organizational commitment is a strong desire to remain as a member of a particular organization, in other words, it is an attitude that reflects employee performance in the organization and an ongoing process where members of the organization express their concern for the organization and its success and ongoing progress to remain in the organization (Arief, 2023). Organizational efforts in increasing the organizational commitment of its employees cannot be separated from the organizational culture applied, where organizational culture is a guideline or basic assumption applied by employees in behaving in an organization (Ramdhan & Ridwan, 2023).

Organizational commitment as the relative strength of an individual's identification related to his/her involvement as a member of the organization, then this shows that it is a construct that influences individual behavior in the organization, which is interesting to study as the concept of job satisfaction, job involvement, career development, current commitment, and the intensity of employee turnover in an organization (Edmizar et al., 2024).

Organizational commitment is a very important factor in work life, both for individuals and for the sustainability and success of the organization itself. Organizational commitment describes the extent to which an individual feels bound, loyal, and responsible to the goals and values of the organization where he or she works. It is not only about how long someone stays in a job or organization, but also how much they feel involved, motivated, and want to make maximum contributions to achieve common goals. Organizational commitment is closely related to work life because it affects motivation, performance, loyalty, and interpersonal relationships in the workplace. Organizations that can build positive employee commitment will be more successful in achieving their goals and creating a productive and stable work environment. Therefore, it is important for managers and organizational leaders to continue to maintain good communication, provide adequate support, and create a supportive climate to increase employee commitment to the organization.

III. RESEARCH METHODOLOGY

A. Research Scope

The object and locus of the research are teachers at SMP Islam Al-Ihsan Tangerang Selatan. This research was conducted from July to December 2024. As for what will be discussed in this study, it focuses on problems regarding emotional intelligence and its influence on commitment organizational of teachers at SMP Islam Al-Ihsan Tangerang Selatan.

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. This study uses the saturated sample method because the sample size uses the entire population, namely 60 teachers at SMP Islam Al-Ihsan Tangerang Selatan.

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 influence of emotional intelligence (X) on organizational commitment (Y). 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. Analysis Test

1. Validity and Reability Test

a. Validity Test

1) Emotional Intelligence Validity Test

Table 1

Validity Test of Emotional Intelligence Variable

Statement	Emotional Intelligence (X)		
	r count	table n = 60	Description
Item1	0.503	0.252	Valid
Item2	0.625	0.252	Valid
Item3	0.505	0.252	Valid
Item4	0.671	0.252	Valid
Item5	0.599	0.252	Valid
Item6	0.655	0.252	Valid
Item7	0.802	0.252	Valid
Item8	0.753	0.252	Valid

Source : SPSS Data Processing version 24

Based on the table above can seen that for each statement on the variable **Emotional Intelligence** (X) all items are proven valid, because mark r_{count} resulting from more big than the value r_{table} for n = 60 is 0.252.

2) Validity Test Variables Organizational commitment (Y)

Table 2

Validity Test Variables Organizational commitment (Y)

Statement	Productivity (Y)		
	r count	r table n = 60	Information
Item1	0.475	0.252	Valid
Item2	0.653	0.252	Valid
Item3	0.736	0.252	Valid
Item4	0.626	0.252	Valid
Item5	0.505	0.252	Valid
Item6	0.592	0.252	Valid
Item7	0.661	0.252	Valid
Item8	0.703	0.252	Valid

Source : SPSS Data Processing version 24

Based on table on can seen that for each statement on the variable **Organizational commitment** (Y) all the item is proven to be valid, because mark r_{count} resulting from more big than the value r_{table} for $n = 60$ is 0.252.

b. Reliability Test

1) Reliability Test Variables Emotional Intelligence (X)

Table 3

Reliability Test Variables Emotional Intelligence (X)

Reliability Statistics	
Cronbach's Alpha	N of Items
.794	8

Source : SPSS Data Processing version 24

From the table on can seen that variable Emotional Intelligence it is said reliable, because Cronbach's Alpha value is higher big than r_{table} namely $0.794 > 0.600$ with $N=8$ level rule significant 5%.

2) Reliability Test Variables Organizational commitment (Y)

Table 4

Reliability Test Variables Organizational commitment (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
.771	8

Source : SPSS Data Processing version 24

From the table on can seen that variable Organizational commitment it is said reliable, because Cronbach's Alpha value is higher big than r_{table} namely $0.771 > 0.600$ with $N=8$ level rule significant 5%.

2. Coefficient Test Correlation

Table 5

Coefficient Determination of X against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625 ^a	.391	.381	2.718

a. Predictors: (Constant), Emotional Intelligence

Source : SPSS Data Processing version 24

Based on the table above obtained R number (coefficient) correlation of 0.625. This is show that happen sufficient relationship or currently between emotional intelligence to organizational commitment of teachers at SMP Islam Al-Ihsan Tangerang Selatan.

3. Coefficient Test Determination

Based on table 5 obtained The R^2 (R Square) value is 0.391. This is show that as big as 39.1% emotional intelligence has own contribution influence to organizational commitment of teachers at SMP Islam Al-Ihsan Tangerang Selatan, while the rest 60.9% is influenced by other variables that are not investigated in this research.

4. Hypothesis Testing

Table 6
Regression Test of X against Y

Model	Coefficients ^a		Standardized Coefficients Beta	t	Sig.
	Unstandardized Coefficients B	Std. Error			
1 (Constant)	11.608	3.359		3.456	.001
Emotional Intelligence	.639	.105	.625	6.104	.000

a. Dependent Variable: Organizational commitment

Source : SPSS Data Processing version 24

Based on the table above, the simple linear regression equation is as follows : $Y = 11.608 + 0.639 X$, can explained as following :

- Constant value intercept amounting to 11.608 is constant (a). States that if $X=0$, then mark $\hat{Y} = 11.608$.
- Coefficient value regression variable emotional intelligence to organizational commitment is of 0.639. This is means if emotional intelligence increased by 1 unit so will increase organizational commitment of 0.639.

Hypothesis in study This tested using the t-test. If you pay attention to the table results above, the tcount value is obtained for the Emotional Intelligence variable (X) to organizational commitment variable (Y) are as much as 6.104, while the ttable for $n = 60$ is 2.001 . So because the $t_{count} > t_{table}$, which is $6.104 > 2.001$. The probability value (significance) = 0.000 is below 0.050.

Thus H_a accepted, it can be concluded that there is a positive and significant influence on the emotional Intelligence variable (X) on organizational commitment variable (Y) of teachers at SMP Islam Al-Ihsan Tangerang Selatan.

V. CLOSURE

Based on the problems that have been formulated, the results of the analysis and hypothesis testing that have been carried out in the previous chapter, it can be concluded that there is a positive and significant influence of the emotional intelligence variable on the organizational commitment of teachers at SMP Islam Al-Ihsan Tangerang Selatan, this is evidenced by the $t\text{-value} > t\text{-table}$, namely

6.104 > 2.002, the R² (R Square) value of 0.391 which means that compensation has a contribution of 39.1% influence on employee performance and the R number (correlation coefficient) of 0.625 is obtained which means that emotional intelligence has a correlation at a sufficient or moderate level with the organizational commitment of teachers at SMP Islam Al-Ihsan Tangerang Selatan.

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