



The Effect of Principal Emotional Intelligence on Teacher Performance at State Junior High School

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Abstract

Keywords:

Emotional
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Principal;Teacher
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This research is based on the importance of the principal's role as an educational leader who must possess strong emotional intelligence to manage both their own emotions and those of others appropriately. Such competence is expected to create a conducive work environment and enhance teacher performance. This study aims to examine the extent to which principals' emotional intelligence affects teacher performance in public junior high schools in Mandastana Sub-district. The specific objectives of this study are: (1) to identify the level of emotional intelligence of principals in public junior high schools in Mandastana Sub-district, (2) to assess the work performance of teachers in these schools, and (3) to determine whether there is a significant influence of principals' emotional intelligence on teacher performance. A quantitative research method with a survey approach was employed. The research instrument was a questionnaire distributed to 34 respondents—teachers from public junior high schools in Mandastana Sub-district—using the convenience sampling technique. Data were collected through a Likert-scale questionnaire, with the emotional intelligence variable measured using four indicators: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. Validity, reliability, normality, homogeneity, and linearity tests were conducted to ensure that the data met the assumptions for statistical analysis. The results indicate a positive and significant influence of principals' emotional intelligence on teacher performance in public junior high schools in Mandastana Sub-district. This suggests that principals who can effectively manage their emotions have a positive impact on teacher performance. Therefore, it is recommended that principals continuously develop their emotional intelligence through relevant training and coaching programs.

Abstrak:

Kata Kunci:

Kecerdasan
Emosional; Kepala
Sekolah; Prestasi
Kerja Guru; SMP
Negeri

Penelitian ini didasari oleh pentingnya peran kepala sekolah sebagai pemimpin pendidikan yang harus memiliki kecerdasan emosional yang baik agar dapat mengelola emosi diri dan emosi orang lain dengan tepat. Hal ini diharapkan dapat menciptakan lingkungan kerja yang kondusif sehingga dapat meningkatkan prestasi kerja guru. Masalah yang diteliti adalah sejauh mana kecerdasan emosional kepala sekolah berpengaruh terhadap prestasi kerja guru pada SMP Negeri se-Kecamatan Mandastana. Tujuan pada penelitian

ini diantaranya: (1) Mengetahui kecerdasan emosional kepala sekolah pada SMP Negeri se-Kecamatan Mandastana, (2) Mengetahui prestasi kerja guru di SMP Negeri se-Kecamatan Mandastana, dan (3) Mengetahui ada atau tidak adanya pengaruh kecerdasan emosional kepala sekolah terhadap prestasi kerja guru pada SMP Negeri se-Kecamatan Mandastana. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif dengan pendekatan survey. Instrumen penelitian berupa angket yang dibagikan kepada 34 responden yang merupakan guru dari SMP Negeri di se-Kecamatan Mandastana dengan menggunakan teknik penarikan sampel *Convenience Sampling*. Teknik pengumpulan data menggunakan kuesioner berbentuk skala likert dengan Variabel kecerdasan emosional diukur melalui empat indikator: Kesadaran Diri, Pengelolaan Diri, Kesadaran Sosial, dan Pengelolaan Relasi. Uji validitas, reliabilitas, normalitas, homogenitas, dan linearitas dilakukan untuk memastikan bahwa data yang diperoleh memenuhi persyaratan analisis statistik. Hasil penelitian menunjukkan bahwa terdapat pengaruh positif dan signifikan antara kecerdasan emosional kepala sekolah terhadap prestasi kerja guru pada SMP Negeri se-Kecamatan Mandastana. Hal ini menunjukkan bahwa kepala sekolah yang mampu mengelola emosinya dengan baik dapat memberikan dampak positif terhadap kinerja guru. Oleh karena itu, disarankan agar kepala sekolah terus mengembangkan kecerdasan emosionalnya melalui pelatihan dan pembinaan yang relevan.

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I. INTRODUCTION

The principal does not only have duties limited to administrative aspects but also influences the quality and performance of teachers. (Sintya et al., 2023) Leadership qualities and emotional intelligence play a role in managing interpersonal relationships and stressful situations. (Mohzana et al., 2024)

A leader's emotional intelligence is the ability to guide one's thoughts and actions by identifying and utilizing one's own or others' emotions and feelings. (Lee et al., 2023) This will shape a person's character to recognize other people's emotions, motivate themselves, and do other things.

Emotional intelligence plays a role in finding solutions and solving problems and needs to be developed optimally. (Ismanto & Dwi Hurriyati, 2025) According to Salovey and Mayer in Olivia Cherly Wuwung, "Emotional intelligence has four aspects, including: recognizing, understanding, managing, and using emotions." Which will later help individuals to be successful in their lives. (Wuwung, 2020) In Islam, emotional intelligence is an important part in forming the character of individuals who are obedient to Allah SWT. As Allah says in QS An-Nazi'at/79: 40. "As for those who fear the greatness of their Lord and refrain from their lustful desires."

This demonstrates the critical importance of self-control in carrying out one's duties and responsibilities. Emotional intelligence is not merely about controlling one's desires as a form of obedience to God, but also plays a role in helping improve work performance. Work performance is an individual's accomplishment in carrying out their duties. (Satriyono & Pamadya Vitasmo, 2018) In the context of educational institutions, the emotional intelligence of the principal can influence the work performance of teachers.

Extensive research has been conducted on emotional intelligence and job performance. Indra Agung Yudistiro's research explains, "Emotional intelligence has a positive influence on teacher performance." (Yudistiro, 2015) Research result Andri Priadi also said, "Emotional intelligence has an influence on a teacher's performance." (Priadi, 2018) In line with these two opinions, according to Chun-Chang Lee, et al., in their research, they stated that, "High perceptions of leaders' emotional intelligence will improve their performance in the workplace." (Lee et al., 2023)

The phenomenon that attracted the attention of researchers in choosing the research location at State Middle Schools in Mandastana District, apart from the similarity of the research topics to be carried out, was seen from initial observations, the use of strong emotional intelligence, and the firmness of the principal at the Middle School. Country throughout Mandastana District, where on average they have the ability to understand and manage their emotions well, this also affects teacher performance.

Although discussions on emotional intelligence have been the focus of research in various contexts in previous studies, there are still limitations in previous research. Some studies only focus on certain educational institutions or regions, no one has researched and to verify the influence of the principal's emotional intelligence on teacher work performance at public junior high schools in Mandastana District.

Therefore, this study aims to examine "the influence of the principal's emotional intelligence on teacher performance at public junior high schools in Mandastana District", and to see whether there is a significant relationship between emotional intelligence and improving teacher performance.

II. METHOD

This study used a quantitative survey approach. This type of research was chosen because it aimed to determine the relationship between two variables: principal emotional intelligence (independent variable) and teacher performance (dependent variable).

The population in this study was all teachers teaching at public junior high schools in Mandastana District. The sampling technique used was convenience sampling, as the population was relatively small and still within reach. The total number of respondents in this study was 34 teachers.

The data collection technique used a closed-ended questionnaire. The questionnaire was compiled based on emotional intelligence indicators, including self-awareness, self-management, social awareness, and relationship management; and teacher performance indicators, including service orientation, integrity, commitment, discipline, and cooperation.

Before use, the research instruments were tested for validity and reliability. Validity was tested using item-total correlation, while reliability was tested using Cronbach's alpha formula.

Data analysis was conducted using descriptive statistics. Descriptive analysis was used to determine the categories of each variable. The Spearman

correlation test was used to test the hypotheses, as the data were not normally distributed. Furthermore, a simple linear regression test was conducted to determine the extent of emotional intelligence's influence on teacher performance. Data analysis was performed using SPSS version 25.

III. RESULTS AND DISCUSSION

1. Result

a. Descriptive Statistics

Descriptive statistical analysis is used to measure the mean, median, minimum and maximum values, standard deviation, and variance of independent and dependent variables so that it can explain the general picture of the distribution of research data. (Dermansyah et al., 2025) The following table shows the results of the descriptive statistical analysis.

Table 1 Results of Descriptive Statistical Analysis

		Statistics	
		Emotional Intelligence	Work performance
N	Valid	34	34
	Missing	0	0
Mean		31.12	39.06
Median		32.00	40.00
Std. Deviation		2.129	2.159
Variance		4.531	4.663
Range		9	10
Minimum		23	30
Maximum		32	40

1) Description of the results of the emotional intelligence questionnaire

This study measures the emotional intelligence of the principal as variable X. The instrument used is a questionnaire with 8 statements that reflect four indicators of emotional intelligence. Based on the results of data processing using the SPSS program on the emotional intelligence variable of the principal, descriptive statistical results are obtained that describe the characteristics of the data.

From the total number of respondents of 34 people, the data was analyzed thoroughly, which found that the mean value of the independent variable was 31.12. The median value was 32.00, meaning that half of the number of school principals had an emotional intelligence score equal to or higher than 32. This value is also the highest value obtained to indicate that the principal is in the maximum value range.

Furthermore, the minimum value for emotional intelligence is 23, resulting in a range of 9. This range indicates the extent of the difference between the highest and lowest scores of the respondents. However, the standard deviation of 2.129 indicates that the spread or variation of the data from the average value is relatively small, meaning that the principals' emotional intelligence scores tend to cluster close to the average value.

The variance in emotional intelligence was 4.531, which further confirms that the distribution of scores is not very far from the mean. Overall, it can be concluded that the principals in this study generally have a high level of

emotional intelligence, which is likely to have a positive impact on their leadership abilities and influence teacher performance in their respective schools.

2) Description of the Results of the Teacher Work Performance Questionnaire

This study measured teacher performance using a 10-item questionnaire for 34 teachers, with a mean score of 39.06 and a median score of 40.00. This indicates a good and consistent level of performance among teachers in carrying out their professional duties.

In terms of the distribution of values, it is known that the minimum value of the variable is 30, and the maximum value is 40, thus obtaining a range of 10. Although the range of values is relatively large, the standard deviation of 2.159 indicates that the work performance values are not too far from the average.

The variance of the work performance data was 4.663, indicating a low level of diversity. Based on these statistical results, it can be concluded that the teachers in this study demonstrated excellent performance, influenced by various factors, including emotional intelligence.

The data above shows that emotional intelligence has a relatively high mean value, as does teacher performance. This data will be used for further analysis to identify the influence of emotional intelligence on teacher performance at public junior high schools in Mandastana District.

b. Data analysis

Data analysis was conducted using a questionnaire administered to respondents. The analysis process used SPSS version 25 and included several statistical tests to ensure the validity of the data used by the researcher. These tests included validity, reliability, normality, homogeneity, and linearity. Each test is explained below.

1) Validity Test

In this study, item validity testing was conducted to ensure that the measurement items actually measure the objects to be measured, with a significant correlation between the items and the total score. (Wahyuni, 2020) Validity testing was applied to assess the principal's emotional intelligence and teacher performance questionnaire instruments, which will then show whether each questionnaire item has a significant relationship with the measured variables. The testing was conducted using Pearson correlation in SPSS version 25.

The validation results state that the Pearson correlation value (r-calculated) is greater than the r-table, which means that there is the relationship between independent variables (X01 to X08) which represent indicators of the principal's emotional intelligence, with dependent variables (Y01 to Y10) which reflect teacher work performance.

Analysis of the data obtained stated that all items had a significance value < 0.05 and an r value-count $> r$ -table (0.339) with a significance level of 5% and a total of 34 respondents. This means that all statement items in the questionnaire have a significant relationship with the total score and meet the validity criteria. Thus, this research questionnaire instrument is valid in analyzing the emotional intelligence of school principals and teacher work performance.

2) Reliability Test

To assess the reliability of an instrument so that it can be used as a reliable measuring tool, a reliability test is necessary. A reliability test demonstrates that the instrument is reliable when used in a variety of situations without influencing respondents' responses. (Wahyuni, 2020) In addition, Cronbach's alpha is used to measure instrument reliability, where a value > 0.60 indicates the instrument is reliable as a measuring tool. The following table shows the results of the reliability test.

Table 2 Results of Reliability Test of Variable X
Reliability Statistics

Cronbach's Alpha	N of Items
.927	8

The results stated that the Cronbach's alpha value was 0.927 from the reliability test of the principal's emotional intelligence variable with a statement totaling 8 items, which means it far exceeds the minimum limit of 0.60, so that the instrument is stated to be able to measure the principal's emotional intelligence, has good reliability and is able to present results consistently in various conditions.

Table 3 Results of Reliability Test of Variable Y
Reliability Statistics

Cronbach's Alpha	N of Items
.909	10

The second table shows a Cronbach's Alpha value of 0.909 from the reliability test of teacher work performance with 10 statements. This value is also > 0.60 , indicating that the instrument can measure teacher work performance with a high level of reliability and can be trusted as a measuring tool. Thus, based on the results of both reliability tests, all items in the questionnaire are reliable and can be used to measure emotional intelligence and work performance variables with a high level of consistency.

3) Normality Test

In data analysis, the normality test is used to determine whether data is normally distributed. Normal distribution is a fundamental concept in statistics that can be used to estimate or predict a variety of complex and diverse events. (Setyawan, 2021) The normality test in this study used the Kolmogorov-Smirnov or Shapiro-Wilk method in SPSS. If the resulting significance value (p-value) is > 0.05 , the data is considered to have a normal distribution. The following table shows the results of the normality test.

Table 4 Normality Test Results
Tests of Normality

	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	.425	34	.000	.489	34	.000
Y	.433	34	.000	.514	34	.000

a. Lilliefors Significance Correction

The table explains that the data is not normally distributed on the X variable, the Kolmogorov-Smirnov statistical value is 0.425 and $df = 34$ and significance of 0.000. While in the Shapiro-Wilk test, the statistical value is 0.489 $df = 34$ and significance of 0.000. Meanwhile, for the Y variable, the Kolmogorov-Smirnov statistical value is 0.433 and $df = 34$ at significance of 0.000, and the Shapiro-Wilk statistical result is 0.514 with $df = 34$ at significance of 0.000, all of these data have a value < 0.05 which means the data is not normally distributed (normality assumption is not met).

4) Homogeneity Test

The homogeneity test is used to determine whether the variances in two or more data distributions are the same. (Zhou et al., 2023) This test is used to determine whether the independent and dependent variables have homogeneous properties. (Christabella & King Oloan Tumanggor, 2025) Generally, a homogeneity test is a requirement before conducting statistical analysis, such as the Independent T-Test or ANOVA.

The guidelines for making decisions based on homogeneity tests are as follows:

- 1) If the significance value (p-value) < 0.05 , then the variance between data groups is not the same or not homogeneous.
- 2) If the significance value (p-value) > 0.05 , then the variance between data groups is considered the same or homogeneous. (Setyawan, 2021)

Below is a table of the results of the homogeneity test.

Table 5 Results of Homogeneity Test ANOVA

Emotional Intelligence					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	121.183	6	20.197	19.238	.000
Within Groups	28.346	27	1.050		
Total	149.529	33			

The table indicates that the sum of squares between groups is 121.183 with a df of 6, resulting in a mean square of 20.197. Meanwhile, the sum of squares within groups is 28.346 with a df of 27, resulting in a mean square of 1.050.

Meanwhile, the F value is 19.238 at a significance level of $0.000 < 0.05$, indicating that the variances of the two data groups are not homogeneous or equal. This demonstrates a difference in variance in the emotional intelligence data of the principals in this study.

5) Linearity Test

The aim of the linearity test is to determine whether there is a significant linear relationship between the two variables being analyzed. (Saouache et al., 2025) This test is generally performed as a prerequisite for correlation and linear regression analysis. The basis for decisions in the linearity test is as follows:

- 1) If the significance value is more than 0.05 then the relationship between variables X and Y is considered linear.
- 2) If the significance value is less than 0.05 then the relationship between variables X and Y is stated as non-linear. (Setiawan & Sri Yanthy Yosepha, 2020)

This test is carried out using an ANOVA table to determine whether or not there is a relationship between two variables forming a linear pattern.

Table 6 Linearity Test Results

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Job Performance * Emotional Intelligence	Between Groups	(Combined)	132.600	5	26.520	34.891	.000
		Linearity	105.777	1	105.777	139.167	.000
		Deviation from Linearity	26.823	4	6.706	8.823	.000
	Within Groups		21.282	28	.760		
	Total		153.882	33			

Based on the results of the linearity test displayed in the table, the analysis was carried out using ANOVA Table to test the linearity of the relationship between the independent and dependent variables. From the results above, it explains the linearity significance value of $0.000 < 0.05$, as well as for the significance of Deviation from Linearity $0.000 < 0.05$, because the significance value is less than 0.05, it can be interpreted that the relationship between the two variables is not linear based on the linearity test criteria, so there is no deviation from the linear relationship pattern.

In addition, the F value on Linearity of 139.167 with Sum of Squares of 105.777 indicates that the influence of the principal's emotional intelligence on teacher work performance is quite strong. However, because the results of the linearity test were not met, the relationship between the two variables cannot be said to be significantly linear, which means the relationship between emotional intelligence and work performance is not linear, although the principal's emotional intelligence still has an influence on teacher work performance.

c. Hypothesis Testing

This study uses a hypothesis test to examine the influence of emotional intelligence on work performance, using the Spearman correlation test. The Spearman correlation test was chosen because the research data did not meet parametric assumptions, such as normality, homogeneity, and linearity. Therefore, a non-parametric approach was deemed more appropriate for obtaining accurate and valid results.

For additional information, parametric analysis was also conducted, including simple linear regression, Pearson correlation, and the coefficient of determination. However, because the data did not meet parametric assumptions, these results are used only for comparison and should not be used as a basis for decision-making regarding the hypothesis.

1) Spearman Rank Correlation Test

After conducting the prerequisite test and failing to meet the requirements, the researcher chose the Spearman correlation test to test the relationship between the independent and dependent variables, considering that the data did not meet the normality assumption required in parametric analysis. The following table shows the results of the Spearman correlation test.

**Table 7 Spearman correlation test
Correlation**

Spearman's rho	Emotional Intelligence	Correlation Coefficient	Emotional Intelligence	Work performance
		Sig. (2-tailed)	.	.000
		N	34	34
	Work performance	Correlation Coefficient	.730**	1.000
		Sig. (2-tailed)	.000	.
		N	34	34

**Correlation is significant at the 0.01 level (2-tailed)

The results displayed in the Correlations table show a correlation coefficient of 0.730 and a significance value of 0.000, indicating a strong relationship between the two variables. Meanwhile, a significance value of $0.000 < 0.05$ indicates a relationship between the independent and dependent variables. This means that H_a accepted and H_0 rejected.

Thus, it can be concluded that there is a strong and significant relationship between the emotional intelligence of principals and teacher performance in public junior high schools in Mandastana District. Principals with high emotional intelligence tend to improve their performance. Meanwhile, principals with low emotional intelligence can contribute to a decline in the quality and results of teacher work. These results emphasize the importance of emotional intelligence in creating a positive work climate, creating effective communication, and providing adequate emotional support to teachers, all of which can directly impact their performance improvement in the school environment.

2) Equality Simple Linear Regression

Simple linear regression is a regression analysis that involves one independent variable. (Hajarisman & Marizsa Herlina, 2022) Researchers used a simple linear regression equation to determine the influence of the principal's emotional intelligence on teacher performance.

**Table 8 Simple Linear Regression Test Results
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.887	3.127		4.121	.000
Emotional intelligence	.841	.100	.829	8.388	.000

a. Dependent Variable: Job performance

The simple linear regression equation is calculated using the following formula:
 $Y = a + bX$ means $Y = 12.887 + 0.841X$

Where:

Y = Dependent variable

a = intercept (constant)

b = Regression coefficient,

X = Independent variable. (Marbun, 2023)

The explanation of this equation is as follows:

- 1) The constant 12.887 means that if the principal's emotional intelligence is zero, then the teacher's work performance is predicted to be 12.887.
- 2) The regression coefficient of 0.841 indicates that for every 1 unit increase in emotional intelligence (X), work performance (Y) increases by 0.841 units.
- 3) The regression coefficient has a positive value with a significance level of 0.000, which means that the direction of the influence of the independent variable on the dependent variable is positive.

3) Coefficient Correlation and Coefficient of Determination

The correlation coefficient (R) is applied to measure the strength of the relationship between the variables studied. (Cacho et al., 2020) The correlation coefficient between the independent and dependent variables is 0.829, which means that there is a very strong and positive relationship between emotional intelligence and work performance, which means that principals who have high emotional intelligence will also improve teacher work performance.

The principal's emotional intelligence plays a role in creating a positive work atmosphere, increasing teacher motivation, and building good communication between individuals in the school environment, which overall contributes to improving teacher performance.

In addition to measuring the strength of the relationship, this study also analyzes the magnitude of the influence of the independent variable on the dependent variable using the coefficient of determination. (Soto & Oliver P John, 2017) Based on the results of a simple linear regression analysis, the R^2 value is 0.687, which means that 68.7% indicates that the greater the R-square value, the stronger the relationship between the principal's emotional intelligence variable and teacher performance, and vice versa. In other words, the principal's emotional intelligence contributes 68.7% to improving teacher performance. Meanwhile, the remaining 31.3% is influenced by other factors not examined by the researcher.

Other factors that can contribute to teacher work performance include: (a) teacher work motivation; (b) school work environment; (c) principal leadership in terms of management and implemented educational policies; and (d) teacher welfare, such as salary, allowances, and incentives that can influence the level of job satisfaction.

Therefore, further research can consider several other factors to obtain a more comprehensive picture of the factors influencing teacher performance. The following table shows the results of the correlation and determination coefficient tests:

Table 9 Results of Correlation and Determination Coefficient Tests

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.829 ^a	.687	.678	1.226

a. Predictors: (Constant), Emotional intelligence

2. Discussion

a. Principals' Emotional Intelligence and Teachers' Work Performance

Based on the Spearman correlation test, emotional intelligence states that it has a significant effect on work performance with a correlation coefficient of 0.730. This means that school principals with high emotional intelligence are directly proportional to increased teacher work performance.

According to Goleman, emotional intelligence includes self-awareness, self-management, social awareness, and relationship management.(Yulius, 2018)In line with previous research, leaders who have high emotional intelligence tend to be able to influence teacher work performance.

Based on the questionnaire responses, teachers generally gave high scores on all four intelligence indicators, indicating that principals can understand others' emotions and build harmonious relationships with teachers and other staff. Principals with self-awareness tend to be more effective in managing their emotions, enabling them to make informed decisions when facing various challenges within the school environment.

This study also shows that principals with good emotional management can create a conducive work environment. A positive and supportive work environment can boost teacher morale, which ultimately contributes to improved learning quality.

Teachers who feel supported by their principals in every task will demonstrate excellent performance. Principals with high emotional intelligence can provide support in the form of motivation, appreciation for teacher achievements, and assistance in resolving various problems that arise during teaching and learning activities.

b. Interpretation of Descriptive Statistics

The results of the statistical data analysis indicate that the number of data for the emotional intelligence and work performance variables is 34 respondents each. With an average value of the principal variable of 31.12, a minimum value of 23 and a maximum of 32. The median of this data is 32.00, with a standard deviation of 2.129.

Meanwhile, for the teacher work performance variable, the average value of the teacher work performance variable is 39.06, and the minimum value is 30 and the maximum is 40. The median work performance is 40.00, while the standard deviation is 2.159. The median value is higher than the average for both variables, explaining the tendency of the data distribution to be slightly skewed towards the positive direction (positively skewed), although in the mild category.

Overall, the low standard deviation values for both variables indicate that the data are fairly evenly distributed around the mean. This indicates that both the principals' emotional intelligence and their work performance are generally in the high category, and there are no extreme deviations. Therefore, these data

are suitable for further analysis to examine the relationships between the variables.

c. Validity and Reliability of Research Instruments

All items in the questionnaire showed validity test results that correlated significantly with the total r score. -calculated $> r$ -table for each indicator, therefore the research instrument is declared valid. Meanwhile, the reliability test for both variables showed a Cronbach's Alpha value greater than 0.60, indicating that the research instrument is highly reliable and can be relied upon to assess the independent and dependent variables.

d. Validitas dan Reliabilitas Instrumen Penelitian

Seluruh item dalam angket menunjukkan hasil uji validitas berkorelasi signifikan dengan skor total r -hitung $> r$ -tabel untuk setiap indikator, maka dari itu instrumen penelitian dinyatakan valid. Sementara itu, uji reliabilitas kedua variabel menyatakan nilai Cronbach's Alpha lebih besar dari 0,60 yang artinya instrumen penelitian sangat reliabel serta bisa diandalkan dalam menilai variabel independen dan dependen.

e. Significance of Hypothesis Results

The Spearman correlation test shows the results of the hypothesis with a correlation coefficient of 0.730 with a significance of 0.000 ($p < 0.05$), which means that there is a strong and significant relationship between the emotional intelligence variable and the work performance variable, where the higher the emotional intelligence of the principal, the higher the teacher's work performance will be.

These results are supported by a simple regression analysis, which shows a significance value of $0.000 < 0.05$, indicating that the principal's emotional intelligence significantly influences teacher performance. Furthermore, the coefficient of determination (R^2) of 0.687 (68.7%) explains the variation in teacher performance through the principal's emotional intelligence.

This finding is consistent with Daniel Goleman's theory that "high emotional intelligence leaders can manage personal emotions as well as understand the emotions of others and ultimately contribute to creating a positive and adaptive work environment." (Mulya, 2024) Therefore, emotionally intelligent principals are more effective in encouraging optimal teacher performance.

The significance of the hypothesis results is in line with previous research, such as research by Indra Agung Yudistiro, who found that emotional intelligence had a significant influence on teacher performance (p -value = 0.006), and Andri Priadi, who also found that emotional intelligence contributed greatly to performance achievement teacher.

However, it should be noted that the results of this study do not show a significant linear relationship, as the results of the linearity test indicated a deviation from the linear relationship pattern. Nevertheless, the effect of emotional intelligence on teacher performance remains significant, although the relationship pattern is not entirely linear.

Thus, the research hypothesis shows that H_a is accepted, namely that there is a significant influence of the principal's emotional intelligence on teacher work performance at State Middle Schools.-Mandastana District. Furthermore, the results emphasize the importance of emotional intelligence for school principals to improve teacher performance and overall educational quality.

IV. CONCLUSION

Based on the research results, it can be concluded that the emotional intelligence of principals at public junior high schools in Mandastana District is high. Principals are able to recognize and manage emotions, establish good social relationships, and create a positive work environment. Teacher performance is also considered good, as evidenced by discipline, responsibility, and optimal implementation of learning tasks. This study also shows a positive and significant influence between principals' emotional intelligence and teacher performance. The higher the principal's emotional intelligence, the higher the teacher performance at that school. Therefore, it is recommended that principals continue to develop their emotional intelligence through training, coaching, or strengthening soft skills competencies. Furthermore, future researchers can consider other factors such as leadership style, work motivation, or the school environment as additional variables to broaden our understanding of improving teacher performance.

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