

ABILITY OF ORGANIZATIONAL COMMITMENT IN MEDIATION OF EMOTIONAL INTELLIGENCE AND JOB SATISFACTION ON THE PERFORMANCE OF BOARDING SCHOOL TEACHERS

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The purpose of this study was to analyze the ability of organizational commitment to mediate the effect of Emotional Intelligence and Job Satisfaction on performance. The data analysis technique used a structural equation modeling (SEM) model with a partial least square approach. This study concludes that Emotional Intelligence, satisfaction, has a positive and significant effect on organizational commitment, but commitment has no effect on performance. Then the influence of emotional intelligence on performance is positive and significant, this indicates that emotional intelligence has an effect on performance, the better a person's emotional intelligence means the better the performance, then satisfaction has a positive and significant effect on performance.

Keywords: organizational commitment ability; emotional intelligence; job satisfaction; structural equation modeling



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Introduction

Constitution of Indonesia, chapter 72 states that teachers as professionals have special duties and obligations, these tasks are to educate, teach and train students to become virtuous people and have knowledge and skills. The success of education is very dependent on the performance of the teacher, so it needs serious attention and handling.

Performance as a result of one's work can be in the form of quantity and quality of work (Mangkunegara, 2009; Torang, 2012; Mathis, 2006; Sedarmayanti, 2009; Robbins & Judge, 2011).

According to Mathis & Jackson (2011) performance can be measured from: a) quantity of work, b) quality of work, c) punctuality in work, d) attendance, and e) being able to work together. In general, Islamic boarding school teachers have more satisfaction because they can serve the Islamic boarding school (Kyai), job satisfaction is an emotional reaction in the form of an attitude in the form of feelings of satisfaction or dissatisfaction in the work situation, cooperation, wages and other things related to physical and psychological factors that are felt (Kaswan, 2012; Sutrisno, 2009; Handoko, 2008).

According to Schnake (1983) satisfaction can be measured through 3 indicators, namely: 1) social satisfaction, extrinsic satisfaction and 3) intrinsic satisfaction. Obedience in religion has implications for a person's emotional intelligence, teachers in Islamic boarding schools on average have high religious observance. A person's ability to understand, and recognize oneself and others are emotional intelligence (Agustian, 2009; Goleman, 2015; Boyatzis et al., 2000).

Emotional intelligence is divided into 4, namely: 1) self-awareness, 2) self-management, 3) social awareness, and 4) the ability to cooperate (Boyatzis et al., 2000).

The commitment of teachers to the institution is based on devotion to the boarding school. Organizational commitment is a measure of the strength of identification and the state of a person siding with the organization so that it intends to maintain its membership (Allen & Meyer, 1997; Robbins & Coulter, 2010; Meyer et al., 2002).

Allen & Meyer (1997) divide commitment into three, namely: a) attitude commitment, b) sustainability commitment and c) normative commitment. The commitment of the boarding school teachers is quite high; on the other hand, there are doubts about their performance because it needs an in-depth study. The factors that affect performance are motivation, workload, organizational commitment, job satisfaction, competence, compensation, emotional intelligence and others, on basis of this thought the researchers tried to research the ability of organizational commitment to mediate the effect of emotional intelligence and job satisfaction on Boarding School Teacher's Performance.

The problems in this study are:

- 1) how are the effect of emotional intelligence and job satisfaction on organizational commitment,
- 2) how is the effect of organizational commitment on teacher performance,
- 3) how are the effect of emotional intelligence and job satisfaction on teacher performance,
- 4) how are the effect of emotional intelligence and satisfaction work on teacher performance, with organizational commitment as an intervening variable.

The purpose of this study was to analyze the ability of organizational commitment to mediate the effect of emotional intelligence and job satisfaction on performance.

Research Methods

Determination of the research sample with purposive sampling technique, this technique is used on certain considerations of the researcher, and this refers to the opinion of Sugiyono (2010). The data analysis technique uses PLS-based SEM because this technique is an alternative to SEM analysis, with the data not having a multivariate normal distribution. SEM analysis with PLS latent variables can be estimated according to the associated manifest variables, latent variables are treated to replace the manifest variables. Monecke & Leisch (2012) stated that SEM with PLS consists of three components, namely:

- Structural model (inner model),
- Measurement model (outer model),
- Weighting Scheme (weight relations).

SEM with PLS has a special feature that is not owned by covariance-based SEM is a weighting scheme (weight relation). The weight relation score looks at the relationship between indicators and their latent variables (Abdillah & Jogiyanto, 2015).

Results and Discussion

Research result

Outer test ensures that the measurements used are valid (valid and reliable). Valid results are obtained by testing 2 times eliminating the loading factor value below 0.50 using the SmartPLS 2.0 program. The test results are as illustrated on Fig.1.

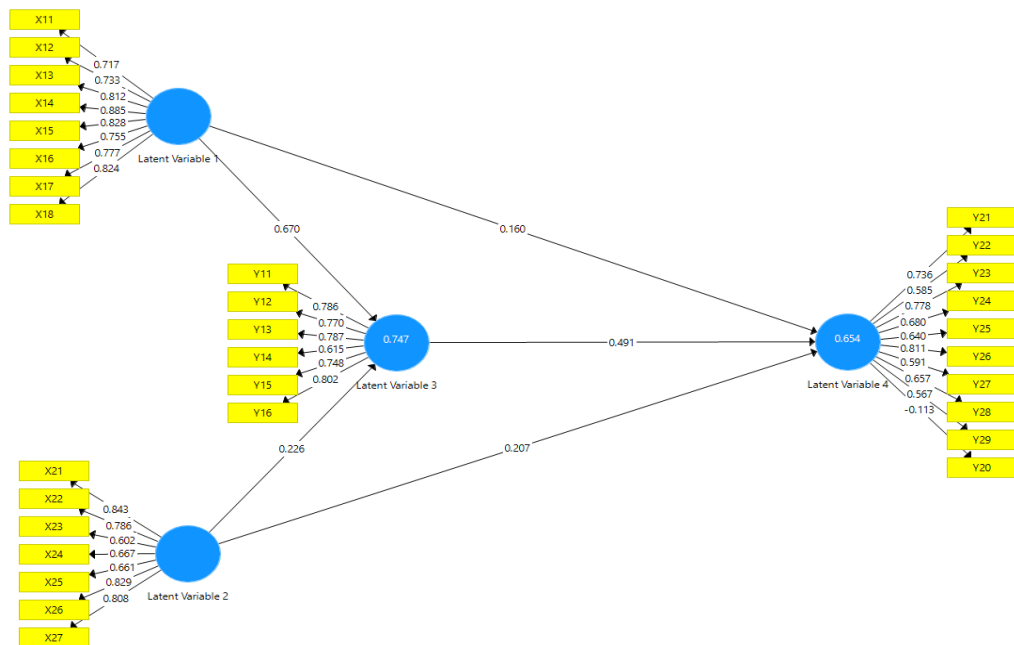


Figure 1 - Preliminary results of the PLS Algorithm
(Source: primary data, processed 2022)

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Table 1 - Value of Average Variance Extracted (AVE) First Test
(Source: data processed in 2022)

Construct	AVE	Status
Emotional Intelligence	0.629	Valid
Satisfaction	0.559	Valid
Commitment	0.568	Valid
Performance	0.414	Invalid

If the initial results show invalid (below 0.50), the next step is to eliminate the indicator below the specified limit value until the results are valid. The minimum remaining indicators for each variable are 3 indicators; the following is a picture of the results of the first test in this study.

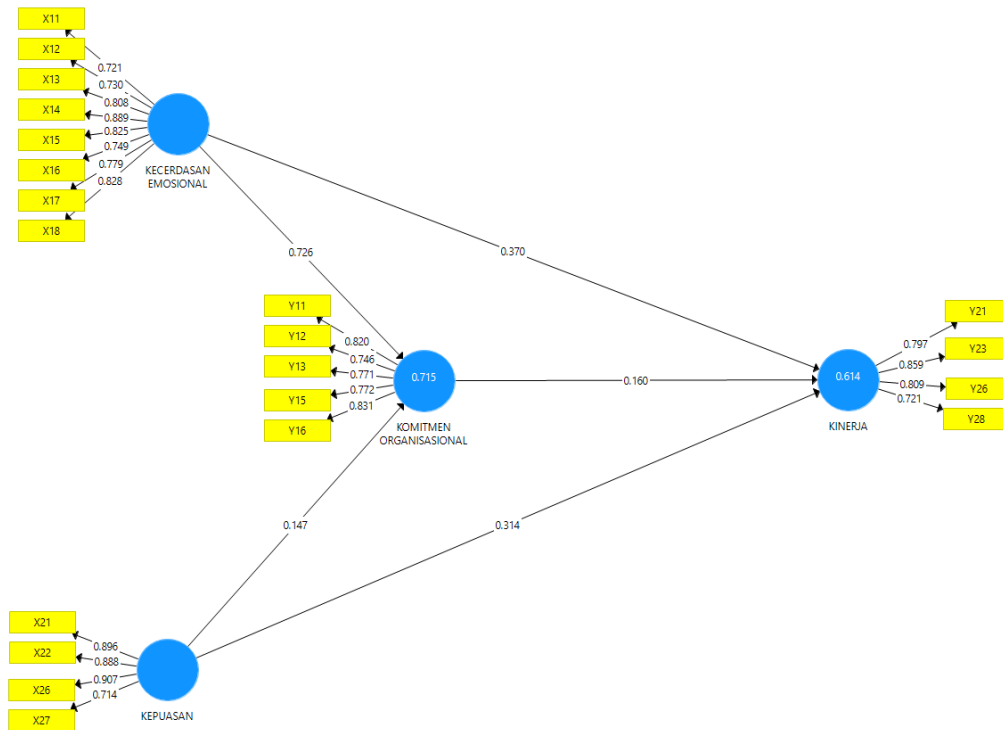


Figure 2 - Results of the First PLS Algorithm. Analysis
(Source: Primary data, processed 2022)

The indicator is declared valid if the construct's loading factor is > 0.50 . The results of the loading factor for each construct are as follows (Tab. 2).

Table 2 - Outer Loadings
(Source: data processed in 2022)

Construct	Emotional Intelligence	Satisfaction	Organizational Commitment	Performance	Status
X11 <- Emotional Intelligence	0.721				Valid
X12 <- Emotional Intelligence	0.730				Valid
X13 <- Emotional Intelligence	0.808				Valid
X14 <- Emotional Intelligence	0.889				Valid
X15 <- Emotional Intelligence	0.825				Valid
X16 <- Emotional Intelligence	0.749				Valid
X17 <- Emotional Intelligence	0.779				Valid
X18 <- Emotional Intelligence	0.828				Valid
X21 <- Satisfaction		0.896			Valid
X22 <- Satisfaction		0.888			Valid
X26 <- Satisfaction		0.907			Valid
X27 <- Satisfaction		0.714			Valid
Y11 <- Organizational Commitment			0.820		Valid
Y12 <- Organizational Commitment			0.746		Valid
Y13 <- Organizational Commitment			0.771		Valid
Y15 <- Organizational Commitment			0.772		Valid
Y16 <- Organizational Commitment			0.831		Valid
Y21 <- Performance				0.797	Valid
Y23 <- Performance				0.859	Valid
Y26 <- Performance				0.809	Valid
Y28 <- Performance				0.721	Valid

The loading factor can be seen from the convergent validity value or the Average Variance Extracted (AVE) value. The AVE value of each construct/variable in this study is as follows (Tab. 3).

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Table 3 - Average Variance Extracted (AVE) Value of the second test
(Source: Data processed from SmartPLS 2.0 output)

Construct	AVE	Status
Emotional Intelligence	0.629	Valid
Satisfaction	0.731	Valid
Commitment	0.637	Valid
Performance	0.622	Valid

Based on Tab. 3 above, the AVE value is above 0.50 meaning that there is no problem with convergent validity, and then the next step is to test discriminant validity. The results of the Discriminant validity test can be seen in the cross-loading Tab. 4.

Table 4 - Cross loadings
(Source: Data processed from SmartPLS 2.0 output)

Construct	Emotional Intelligence	Satisfaction	Organizational Commitment	Performance	Status
X11	0.721	0.640	0.626	0.617	Valid
X12	0.730	0.535	0.501	0.659	Valid
X13	0.808	0.532	0.619	0.729	Valid
X14	0.889	0.743	0.830	0.699	Valid
X15	0.825	0.605	0.523	0.648	Valid
X16	0.749	0.558	0.429	0.597	Valid
X17	0.779	0.645	0.534	0.710	Valid
X18	0.828	0.665	0.616	0.664	Valid
X21	0.793	0.896	0.709	0.756	Valid
X22	0.583	0.888	0.619	0.577	Valid
X26	0.658	0.907	0.677	0.580	Valid
X27	0.619	0.714	0.383	0.485	Valid
Y11	0.682	0.515	0.553	0.820	Valid
Y12	0.553	0.352	0.400	0.746	Valid
Y13	0.729	0.593	0.620	0.771	Valid
Y15	0.662	0.678	0.513	0.772	Valid
Y16	0.664	0.627	0.615	0.831	Valid
Y21	0.549	0.599	0.797	0.455	Valid
Y23	0.622	0.534	0.859	0.586	Valid
Y26	0.636	0.652	0.809	0.626	Valid
Y28	0.578	0.490	0.721	0.539	Valid

Tab. 4 shows the loading value of each item on the construct is greater than its cross-loading value, this shows that all indicators of the four variables are declared valid because the convergent validity and discriminant validity loading values are above 0.50.

As a certainty that there are no problems related to measurement, the last step in the outer model is reliability testing through composite reliability. The results of composite

reliability meet if it has a value above 0.70. The following is the composite reliability value of the results on the SmartPLS 2.0 output:

Table 5 - Composite Reliability Value
(Source: Data processed in 2022)

Construct	C	composite Reliability
Emotional Intelligence	0.931	Reliable
Satisfaction	0.915	Reliable
Commitment	0.891	Reliable
Performance	0.875	Reliable

Tab. 5 illustrates the composite reliability value of all constructs above 0.70, this indicates that all variables are declared reliable. The reliability test can use the Cronbach's Alpha benchmark, the output results of SmartPLS version 2 are as follows:

Table 6 - Cronbach's Alpha
(Source: Data processed by SmartPLS 2.0)

Construct	Cronbach's Alpha
Emotional Intelligence	0.915
Satisfaction	0.875
Commitment	0.848
Performance	0.808

Because in Tab. 6 the value of Cronbach's Alpha all constructs > 0.60 (minimum value), indicates that all variables are declared reliable, so the analysis can be continued. The smallest Cronbach's Alpha value is 0.808 on the performance variable.

Inner Model

After fulfilling the outer model criteria, then the structural model testing (inner model) is carried out. The R-square value which is often called the Coefficient of Determination R^2 from the structural model is illustrated in Tab. 7.

Table 7 - R-Square
(Source: Data processed from SmartPLS 2.0 output)

Construct	R-Square
Commitment	71.5%
Performance	61.4%

The description of Tab. 7 regarding the coefficient of determination R^2 or R-square results of this study, namely:

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Organizational commitment is influenced by emotional intelligence and satisfaction of 71.5% and the remaining 28.5% is influenced by other factors not included in the model. This means that organizational commitment is influenced by emotional intelligence and satisfaction of 71.5% while 28.5% is influenced by other variables not examined in this study.

Performance is influenced by factors of emotional intelligence, satisfaction, and organizational commitment by 61.4% and the remaining 38.6% is influenced by factors outside the model. This means that performance is influenced by emotional intelligence, satisfaction, and organizational commitment by 61.4% while 38.6% is influenced by variables outside the variables of this study.

Hypothesis Test

Table 8 - PathCoefficients (Mean,STDEV,T-Values)

(Source: Data processed from SmartPLS 2.0 output)

	Original Sample(O)	Sample Mean(M)	Standard Deviation (STDEV)	T-Statistics_ (O/ S T E RR)
Emotional Intelligence → Organizational Commitment	0.726	0.723	0.076	9,580
Satisfaction → Organizational Commitment	0.147	0.152	0.086	1,703
Organizational Commitment → Performance	0.160	0.164	0.116	1.374
Emotional Intelligence → Performance	0.370	0.368	0.118	3,147
Satisfaction → Performance	0.314	0.315	0.097	3,235

Based on the Path Coefficients in Tab. 8 above, the test results are as follows: t-statistics

1. Emotional intelligence variable has a significant influence on organizational commitment because $t\text{-count} > t\text{-table}$ ($9.580 > 1.966$)

2. The effect of the satisfaction variable on organizational commitment is not significant because $t\text{-count} < t\text{-table}$ ($1.703 < 1.966$)

3. Organizational commitment has no significant effect on performance because $t\text{-count} < t\text{-table}$ ($1.374 < 1.966$)

4. Variable emotional intelligence with significant effect on performance $t\text{-count} > t\text{-table}$ ($3.147 > 1.966$)

5. The satisfaction variable has a significant effect on performance because the value of $t\text{-count} > t\text{-table}$ ($3.235 > 1.966$)

Parameter Coefficient

1. The effect of emotional intelligence on organizational commitment is 0.726 (t-statistic = 9.580), meaning that there is a positive and significant influence, so the higher emotional intelligence, the higher the organizational commitment.

2. The effect of satisfaction on organizational commitment is 0.147 (t-statistic = 1.703), meaning that the effect of satisfaction is not significant, so satisfaction does not contribute to organizational commitment.

3. The effect of organizational commitment on performance is 0.160 (t-statistic = 1.374), meaning that organizational commitment has no significant effect. This indicates organizational commitment does not contribute to performance.

4. The influence of emotional intelligence on performance is 0.370 (t-statistic = 3.147), this indicates that there is a positive and significant influence so that the level of emotional intelligence determines the level of performance.

5. The effect of satisfaction on performance is 0.314 (t-statistic = 3.235), meaning that there is a positive and significant effect, so that satisfaction can be stated to contribute to performance. The higher the satisfaction, the higher the performance.

Below is an image of the t-statistical values based on the output with SmartPLS version 2.0.

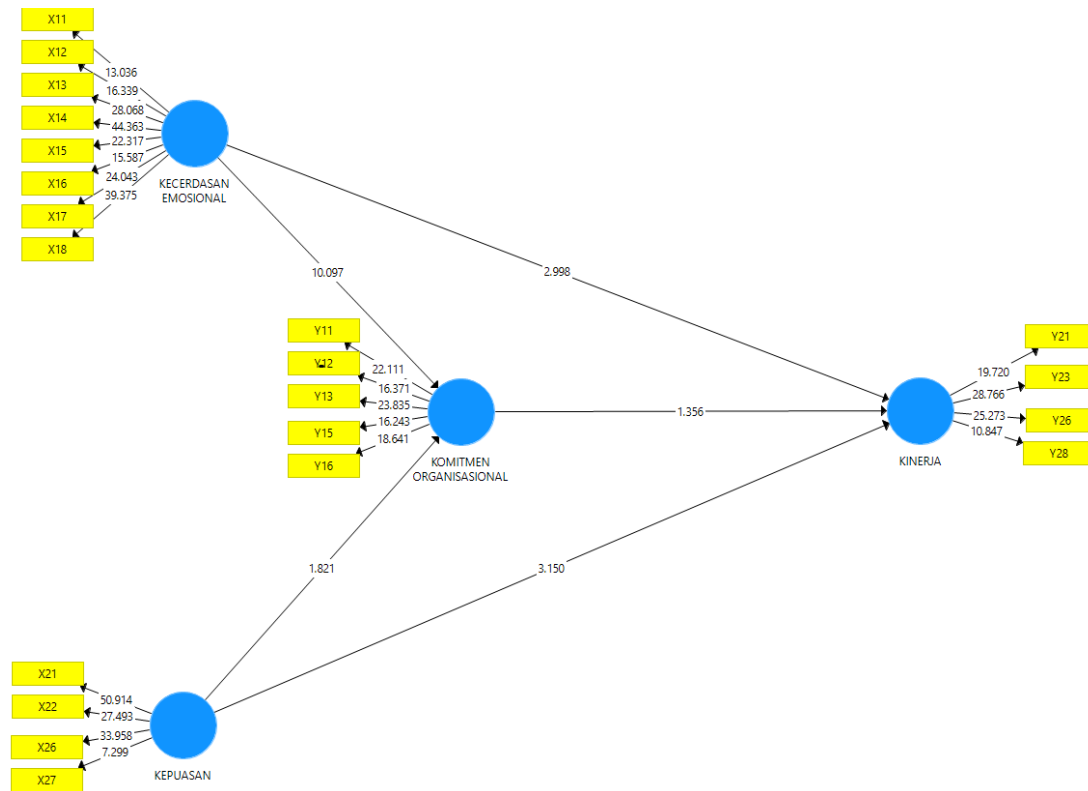


Figure 3 - Bootstrapping Output
(Source: compiled by co-authors)

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Discussion

Research on the effect of emotional intelligence and satisfaction on performance with organizational commitment as an intervening variable for school teachers who are under the auspices of Islamic boarding schools is partially proven and partially unproven, following the discussion of the research (Tab. 9).

Table 9 – Hypotheses test results
(Source: compiled by the co-authors)

Hypothesis	t-statistic	t-table	test results
H1: Emotional Intelligence has a positive and significant effect on organizational commitment	9,580	1.966	Accepted
H2: Satisfaction has a positive and significant effect on organizational commitment	1,703	1.966	Rejected
H3: Organizational commitment has a positive and significant effect on performance	1,374	1.966	Rejected
H4: Emotional Intelligence has a positive and significant effect on performance	3,147	1.966	Accepted
H5: Satisfaction has a positive and significant effect on performance	3,235	1.966	Accepted

Emotional Intelligence has a positive and significant effect on organizational commitment for teachers in Islamic boarding schools. This is because the t-statistic value is greater than the table value. This study supports the results of research conducted by Ngatimun et al (2019), Rachmelya et al (2017), Edward & Purba (2020), where the results of the three studies concluded that emotional intelligence affects organizational commitment because the value $< p$, 0.05. Based on this research, shows that when the emotional intelligence of a teacher increases, the performance will also increase.

The effect of satisfaction on organizational commitment for teachers in Islamic boarding schools is not proven; this is because the results of the t-statistic value are smaller than the table value. This study is different from the results of previous studies conducted by Musringudinet al (2016), Hakim & Hidayat (2018), Rosita et al (2016), Widayanti et al (2016), Divine et al (2017). This is possible because the teacher's organizational commitment will still be realized even in terms of lack of satisfaction, because of the principle of devotion to Islamic boarding schools.

Research on the effect of commitment to performance is not proven, because the effect is not significant. The research supports the results of Ngatimun et al (2021), but differs from the results of research conducted by Tumigolung et al (2019), Winarya et al (2018), Murgianto et al (2016). This illustrates that organizational commitment has a positive effect on performance, this shows that the better a person is committed to the organization, the better their performance will be.

The results of the research on the influence of emotional intelligence on performance are positive and significant; this indicates that emotional intelligence affects performance, the better a person's emotional intelligence will bring a person's performance better. This

research is in line with the results of research conducted by Setyaningrum et al. (2016), Mulyasari et al. (2018).

Research on satisfaction positively and significantly affects proven performance. This indicates that the satisfaction of Islamic boarding school teachers affects teacher performance. This research is in line with research conducted by Qustolani (2017), Sutrisno et al. (2021), Winarya et al. (2018), Murgianto et al. (2016), Rosmaini et al. (2019).

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