

# The Influence of Personal Approach, Pedagogical Competence and Emotional Intelligence of Teachers on Teachers' Performance in Global Prima with Student Learning Outcomes as Intervening Variable

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## ABSTRACT

The purpose of this study was to determine the effect of personal approach, pedagogical competence and teacher emotional intelligence on teacher performance in global prima with student learning outcomes as intervening variables. The research method used is quantitative explanatory. The data collection technique is to use questionnaires and observations. The population and sample in this study were 60 teachers of Global Prima Medan School, using saturated sampling teknik. This study uses multiple linear regression analysis and path analysis, which first tests classical assumptions with normality test, multicollinearity test and heteroscedasticity test. Hypothesis testing was carried out with the F test and t test. Furthermore, to determine the effect of each variable on teacher performance, the determination test was carried out. The results showed that partially the personal approach to student learning outcomes with a  $t_{count} > t_{table}$  value of  $3.786 > 2.00$  and a significance of  $0.000$ , pedagogical competence on student learning outcomes with a  $t_{count} > t_{table}$  value of  $2.624 > 2.00$  and a significance of  $0.011$ . Emotional intelligence on student learning outcomes with a  $t_{count} > t_{table}$  value of  $2.924 > 2.00$  and a significance of  $0.005$ . Student learning outcomes on teacher performance with a  $t_{count} > t_{table}$  value of  $4.285 > 2.00$  and significance for salary of  $0.000$ , personal approach to teacher performance with a  $t_{count} > t_{table}$  value of  $2.727 > 2.00$  and significance of  $0.009$ . Pedagogical competence on teacher

performance with a  $t_{count} > t_{table}$  value, namely  $0.508 < 2.00$  and significance for salary of  $0.613$ , emotional intelligence on teacher performance with a  $t_{count} > t_{table}$  value, namely  $-0.272 < 2.00$  and significance of  $0.787$ . personal approach to teacher performance through student learning outcomes with a  $t_{count} > t_{table}$  value, namely  $-2.129 > 2.00$  and a significance of  $0.03$ , pedagogical competence on teacher performance through student learning outcomes with a  $t_{count} > t_{table}$  value of  $0.573 > 2.00$  and a significance of  $0.566$ , emotional intelligence on teacher performance through student learning outcomes with a  $t_{count} > t_{table}$  value of  $-0.185 < 2.00$  and a significance of  $0.852$ . Based on the determination test, it is found that the effect of Personal Approach, Pedagogical Competence, Emotional Intelligence, and Student Learning Outcomes on teacher performance is  $68.3\%$  and the rest is influenced by other variables not examined in this study.

**Keywords:** Student Learning Outcomes, Emotional Intelligence, Pedagogical Competence, Personal Approach, Teacher Performance

## INTRODUCTION

Teachers are human resources who have the most strategic position, because teachers interact with students, so it is necessary to improve the quality of teachers to become professionals and make teachers as personnel who need attention, appreciation

and recognition. with professional skills. So, the teaching job is not just a service, but the teaching job is a professional job like any other job. In order for teachers to become professionals, their competence must be improved both through training and by providing retraining opportunities. In addition, other aspects such as leadership through training, motivation, discipline, motivation and appropriate rewards and professional skills must be considered so that teachers feel satisfied as educators.

Teacher performance is an important element in the world of education, besides that teacher performance is also a reference for determining the high and low quality of education. Teacher performance is the real behavior of teachers that can be observed in their duties as subject teachers. The behavior of the subject matter teacher as intended is related to the implementation of teaching management tasks and professional development including activities: (1) being able to compile programs or practices, (2) being able to present teaching programs, (3) being able to carry out learning evaluations, (4) being able to carry out analysis of learning evaluation results or practices, (5) being able to compile and implement remedial and enrichment programs, (6) being able to make scientific papers / works in the field of education, (7) being able to develop the curriculum.

But for now there are still many problems in education in Indonesia. Starting from the low quality of education, and this is all inseparable from the name of teacher performance. In this case, teachers are required to be able to make a very large contribution to education. Therefore, it is necessary to conduct research on teacher

performance so that in the field there are no more teachers who do not pay attention to their performance so that it has a positive impact on the future of education for the nation's children, especially at Global Prima Medan School.

This research was conducted at Global Prima Medan School, because Global Prima Medan school is one of the schools that adheres to the national plus curriculum in Medan city. The location of the school is on the street. Brigjend Katamso No. 282-283 Medan, Medan Maimun District, Medan City, North Sumatra Province. The school itself has education levels ranging from PGTK, elementary, junior high, and high school with very good accreditation "A" for all levels. Therefore, schools must pay attention to teacher performance so that the image and achievements of Global Prima Medan schools remain the best so that they can provide maximum educational services for students.

Teacher performance is expected to boost the quality and relevance of education, in its implementation in the field depends on many factors that influence it and are interrelated. Table 1 below is the standard score for teacher performance:

**Table 1. Teacher Performance Score Standards**

Teacher PK Result Score	Percentage	Description
91-100	Very good	125%
76-90	Good	100%
61-75	Fair	75%
51-60	Medium	50%
50 downward	Deficient	25%

Source: PermeneGPAN and RB Number 16 of 2010

Based on Table 1 above, it can be seen that the standard score can ultimately determine teacher performance at Global Prima School Medan.

**Table 2. Recapitulation of Teacher Performance Appraisal of Global Prima School Medan Year 2022**

Numbers	Description	Target	Realization	Absenteeism
1	Task Achievement			
	Making lesson plans	100%	95%	5%
	- Completion of lesson plan	100%	85%	15%
	- Evaluation of lesson plan	100%	55%	45%
2	Work Discipline			
	- Attendance	100%	80%	20%
	- Picket Attendance	100%	80%	20%
	- Meeting Participation	100%	70%	30%
3	Responsibility	100%	80%	20%

4	Initiative	100%	75%	25%
5	Leadership	100%	70%	30%

Source: Administration of Global Prima School Medan, 2023

Based on Table 2, it can be seen that there are problems with teacher performance, it can be seen from the fact that the realization is still not optimal and still tends to experience absenteeism. This can be seen from the lateness in achieving tasks in evaluating lesson plans (RPP) and work discipline in participating in meetings which reached 45%. Phenomena found at the education unit level based on school performance appraisals in Medan that have not met expectations in terms of teacher competence, the Education Unit Level Curriculum (KTSP) has not been fully understood, the ability to prepare syllabuses and lesson plans (RPP) still needs improvement, teacher attendance especially in the first hour, teacher attendance in ceremonial activities, application of learning models or methods, teaching variations, assessment tools, analyzing evaluation results, implementing remedial or enrichment.

Personal approach or what is often known as the individual approach, according to Djamarah and Zain (2019), emphasizes that "The individual approach has an important meaning for teaching. The differences in each individual provide insight to the teacher when implementing teaching and learning strategies must pay attention to the differences in students."

Teacher performance is influenced by several other factors such as pedagogical competence. Pedagogical competence is one of the four competencies that teachers must have. In the Government Regulation of the Republic of Indonesia of 2005 concerning National Education Standards, the explanation of Article 28 Paragraph (3) point (a) Pedagogic competence is the ability to manage student learning which includes understanding students, designing learning, evaluating learning outcomes, and developing students to actualize their

various potentials. Based on the definition of pedagogic competence, pedagogic competence is very important for teachers, especially in an effort to understand the characteristics of students, manage (plan, implement, and evaluate) learning and develop the various potentials of students effectively and optimally.

Pedagogic competence is needed by teachers, because teachers deal directly with immature learners who demand not only teaching, but also as a means of character building. Especially as an elementary school teacher, whose role is to develop the personality of students as a basis for continuing to a higher level of education.

Among the various factors that influence a performance, in this civilization, emotional intelligence is one that has an influence on performance. The times with the development of technology and the presence of globalization create different thoughts about work in organizations. Having emotional intelligence is one of the indicators that every human being must have, especially for a teacher in an educational institution.

The performance of the output teacher is largely determined by the teacher's psychological factors, namely emotional intelligence. Based on the reality in the field shows, a teacher who has high intellectual intelligence does not guarantee success in his learning, but a teacher whose intellectual intelligence is moderate but high emotional intelligence has a greater chance of success in learning activities. The performance of these employees/teachers will affect the entire organization, and therefore, if someone has high emotional intelligence, they will do their job well and they will work effectively in a major way by handling their own emotions (Radha & Arepalli, 2019).

**Table 3. Percentage of Problems Related to Emotional Intelligence from Interview Results with Teachers at Global Prima**

Numbers	Problems Related to Emotional Intelligence	Total	Percentage
1	Managing Your Emotions	3	33,3 %
2	Social Skills	2	22,2%
3	Recognizing the Emotions of Others	4	44,5%
	Total	9	100%

Source: Global Prima School teacher interview results, 2023

Based on table 3, the interviewees stated that the problems that occur related to emotional intelligence that occur at Global Prima School regarding managing self-emotions, social skills and recognizing other people's emotions. The results of these interviews are dominant in the process of managing self-emotions and social skills with a percentage of each indicator of 44.5%. On the issue of managing self-emotions this is related to issues regarding handling, expressing, and controlling emotions for use in daily relationships and actions. In this case, the ability to control oneself at work, which aims to maintain emotional balance, actually suppresses emotions so that it has a negative impact on the teacher's emotions. Meanwhile, on the issue of social skills, teachers at work have inharmonious relationships that occur in the work environment, namely by giving unfavorable responses to interlocutors and communication that does not run properly. Meanwhile, in terms of recognizing other people's emotions, some interviewees said there were problems such as not being able

to accept the point of view of colleagues that they did not like. Thus, every opinion expressed will always sound wrong. Meanwhile, in relation to student learning outcomes, student learning outcomes are essentially changes in behavior. Behavior in learning in a broad sense includes cognitive, affective, and psychomotor fields. Changes in behavior depend on what students learn. One of the factors that influence student learning outcomes is teacher performance. Teachers in the learning process in the classroom are seen to play an important role, especially in helping students to develop a positive attitude towards learning, arouse curiosity, encourage independence and accuracy of intellectual logic, and create conditions for success in learning. In education, the teacher cannot be separated from the conditions as one of the elements of the education provider. If the teacher's performance is good, of course it will have an impact on student learning outcomes which will continue to increase. For more details, it can be seen in Table 4 below:

**Table 4. Student Learning Results**

Numbers	Student Learning Outcomes	Total	Percentage
1.	Completed	149	62,8%
2.	Not Completed	88	37,2%
	Total	237	100%

Numbers	Student Learning Outcomes	2021		2022	
		Total	Percentage (%)	Total	Percentage (%)
1	Completed	185	81%	149	63%
2	Not Completed	43	19%	88	37%
	Total	228	100%	237	100%

Based on Table 4 above, it can be seen that there are still students who still have not achieved completeness in their learning outcomes and some who have succeeded in achieving learning completeness. Based on the explanation and background description above, researchers are interested in

conducting research with the title "The Effect of Personal Approach, Pedagogical Competence and Teacher Emotional Intelligence on Teacher Performance at Global Prima with Student Learning Outcomes as Intervening Variables".

## MATERIALS & METHODS

### Path Analysis Model

The path analysis model consists of two structural equations with two substructures, namely: X1, X2, as exogenous variables and Z and Y as endogenous variables (variable Z as a mediating variable).

$$\text{Sub-Structure 1} \rightarrow Z = \rho_{ZX1}X1 + \rho_{ZX2}X2 + \rho_{ZX3}X3 + \varepsilon_1$$

$$\text{Sub-Structure 2} \rightarrow Y = \rho_{YX1}X1 + \rho_{YX2}X2 + \rho_{YX3}X3 + \rho_{YZZ}Z + \varepsilon_2$$

### Description:

Z = Student Learning Outcomes  
 Y = Teacher Performance  
 X1 = Personal Approach  
 X2 = Pedagogical Competence  
 X3 = Emotional Intelligence  
 ε = error

## RESULT

### Hypothesis Testing Results

Table 5. Hypothesis Testing Results

Hypothesis	Variable Influence	Results	Significance Value	Description	Hypothesis
1	The effect of personal approach on student learning outcomes	3,786 > 2,00	0,000 < 0,05	Significant effect	Ha = Accepted Ho = Rejected
2	The effect of pedagogical competence on student learning outcomes	2,624 > 2,00	0,011 < 0,05	Significant effect	Ha = Accepted Ho = Rejected
3	The effect of emotional intelligence on student learning outcomes	2,924 > 2,00	0,005 < 0,05	Significant effect	Ha = Accepted Ho = Rejected
4	The effect of student learning outcomes on teacher performance	4,285 > 2,00	0,000 < 0,05	Significant effect	Ha = Accepted Ho = Rejected
5	The effect of personal approach on teacher performance	2,727 > 2,00	0,009 < 0,05	Significant effect	Ha = Accepted Ho = Rejected
6	The effect of pedagogical competence on teacher performance	0,508 < 2,00	0,613 > 0,05	Significant effect	Ha = Rejected Ho = Accepted
7	The effect of emotional intelligence on teacher performance	-0,272 < 2,00	0,787 > 0,05	Significant effect	Ha = Rejected Ho = Accepted
8	The effect of personal approach on teacher performance through student learning outcomes	2,129 > 2,00	0,03 < 0,05	Significant effect	Ha = Accepted Ho = Rejected
9	The effect of pedagogical competence on teacher performance through student learning outcomes	0,573 > 2,00	0,566 > 0,05	No significant effect	Ha = Rejected Ho = Accepted
10	The influence of emotional intelligence on teacher performance through student learning outcomes	-0,185 < 2,00	0,852 > 0,05	No significant effect	Ha = Rejected Ho = Accepted

## DISCUSSION

### Personal Approach affects Student Learning Outcomes at Global Prima

The results show that a personal approach can affect the learning outcomes of Global Prima Medan School students. The first hypothesis shows that a personal approach affects student learning outcomes, and is in line with research by Marliah (2018) and Turdjai (2016), which shows that a personal approach has a significant effect on student learning outcomes. The coefficient value of this path shows a positive direction, a personal approach in carrying out the teaching and learning process is very good in improving student learning outcomes. The better the personal approach taken by the teacher to students will have a good influence on student learning outcomes.

A personal approach is an important step in implementing the learning process to improve student learning outcomes. This is because the personal approach is a benchmark in achieving learning objectives. If a teacher cannot use the right approach in overcoming low student learning outcomes, learning objectives will not be achieved. The use of a personal approach to students will make it easier to understand individual student characters, and facilitate teacher efforts in improving student learning outcomes. Schools in improving the quality of education need the right habits in using learning approaches. Such as the personal approach as a teacher's effort to help improve school quality. This is supported by research conducted by Marliah (2018) where the results of the study found that a



personal approach has an effect on learning outcomes.

### **Pedagogical Competence affects Student Learning Outcomes at Global Prima**

The results show that pedagogical competence can affect the learning outcomes of Global Prima Medan School students. The second hypothesis shows that pedagogical competence affects student learning outcomes, and is in line with research by Pratama, Dkk (2020) and Hadiana (2013) which shows that pedagogical competence has a significant effect on student learning outcomes.

The value of this path coefficient shows a positive direction, pedagogical competence in carrying out the teaching and learning process is very good in improving student learning outcomes. The better the pedagogical competence possessed by a teacher, it will have a good influence on student learning outcomes. Pedagogical competence is the ability of a teacher to carry out educational learning. Student learning outcomes depend on how a teacher conducts teaching in the classroom. That way teachers can strive to improve student learning outcomes, namely understanding and mastering pedagogical competencies for the achievement of effective and efficient learning activities. From mastering and understanding pedagogical competencies, teachers can support student success in learning to achieve learning objectives in a real and proficient manner. A fact that occurs in today's learning life that learning outcomes are greatly influenced by the learning process of students and learning planning by teachers.

### **Emotional Intelligence affects Student Learning Outcomes at Global Prima**

The results show that emotional intelligence can affect student learning outcomes at Global Prima Medan School. The third hypothesis shows that emotional intelligence affects student learning outcomes, and is in line with research by

Cai (2022), Setyawan (2018) and Utami (2020) which show that emotional intelligence has a significant effect on student learning outcomes.

The coefficient value of this path shows a positive direction, emotional intelligence in carrying out the teaching and learning process is very good in improving student learning outcomes. The higher the teacher's emotional intelligence in managing the classroom towards activities with students will have a good influence on student learning outcomes. The existence of high emotional intelligence encourages students to be more able to achieve, learning achievement will be good if it is formed and obtained from IQ and EQ which function simultaneously in life. The foregoing is the main reason the author describes the results of research on the Effect of Emotional Intelligence on Student Learning Outcomes. The existence of high emotional intelligence encourages students to be more able to achieve, learning achievement will be good if it is formed and obtained from IQ and EQ which function simultaneously in their lives.

### **Student Learning Outcomes affect Teacher Performance at Global Prima**

The results show that student learning outcomes can affect the performance of Global Prima Medan School teachers. The fourth hypothesis shows that student learning outcomes affect teacher performance, and are in line with research by Susanto (2015) which shows that student learning outcomes have a significant effect on teacher performance.

This path coefficient value shows a positive direction, student learning in carrying out the teaching and learning process is very good has an impact on teacher performance. The better the student learning outcomes will have a good influence on teacher performance. Student learning outcomes are the abilities that children acquire after going through learning activities. Because learning itself is a process of a person trying to obtain a relatively permanent form of

behavior change. In learning activities or instructional activities, teachers usually set learning objectives. Children who succeed in learning are those who achieve learning goals or instructional goals.

### **Personal approach affects teacher performance at Global Prima**

The results show that a personal approach can affect the performance of Global Prima Medan School teachers. The fifth hypothesis shows that a personal approach affects teacher performance, and is in line with research by Agung (2014) which shows that a personal approach has a significant effect on teacher performance.

The value of this path coefficient shows a positive direction, a personal approach in carrying out the teaching and learning process has a very good impact on teacher performance. The better the personal approach that teachers take towards students will have a good influence on teacher performance. One of the strong influences given by educators is through personal touch or personal approach to students shown in their daily lives. The personal approach taken by an educator will provide strength and motivation to his students. For this reason, it is important for an educator to have appropriate attitudes, values, and behavior as an educator. The process of becoming a consistent educator certainly does not happen instantly, but through a long process. The consistency of an educator can be seen from his daily behavior to students. The personal approach he shows will feel natural and natural if it is consistently implemented.

### **Pedagogical Competence affects Teacher Performance at Global Prima**

The results show that pedagogical competence cannot affect the performance of Global Prima Medan School teachers. The sixth hypothesis shows that pedagogical competence affects teacher performance, and is not in line with research by Supriyono (2017) and Adha, (2019) which

shows that pedagogical competence has a significant effect on teacher performance.

The value of this path coefficient shows a positive direction, pedagogical competence in carrying out the teaching and learning process is very good impact on teacher performance. The better the pedagogical competence of teachers in carrying out teaching and learning tasks for students will have a good influence on teacher performance. However, the application of competencies possessed by teachers at Global Prima has not yet become one of the factors that influence the achievement of learning objectives. Teacher pedagogical competence is the teacher's ability to manage learning tailored to the characteristics of students. Understanding the characteristics of elementary school students is one of the factors that influence the success of learning objectives at the elementary school level. Therefore, mastering teacher pedagogical competence is very important for teacher performance in teaching which includes planning, implementing, and evaluating learning activities.

### **Emotional Intelligence affects Teacher Performance at Global Prima**

The results show that emotional intelligence cannot affect the performance of Global Prima Medan School teachers. The seventh hypothesis shows that emotional intelligence has no effect on teacher performance, and is not in line with research by Anggraini, et al (2021) and Utama, et al (2021) which show that emotional intelligence has a significant effect on teacher performance.

The coefficient value of this path shows a negative direction, emotional intelligence in carrying out the teaching and learning process is still not good and will have an impact on teacher performance. The better emotional intelligence the teacher has towards students will have a good influence on teacher performance. Emotional intelligence is far more important than

intellectual intelligence in influencing the success of one's life, because emotional turmoil affects the turmoil of the mind. Even if someone has a high level of education, if they are unable to control their emotions properly, they will tend to experience obstacles in social interaction. There is a contribution of emotional intelligence to teacher performance. The point is that from the explanation of the experts above, it is concluded that emotional intelligence is very influential on the performance of teachers in carrying out their duties.

### **Personal approach affects teacher performance through student learning outcomes at Global Prima.**

The results show that a personal approach can affect teacher performance through student learning outcomes at Global Prima Medan School. Hypothesis eight shows that a personal approach affects teacher performance through student learning outcomes.

The coefficient value of this path shows a positive direction, a personal approach in carrying out the teaching and learning process is very good in improving teacher performance through student learning outcomes. The better the personal approach and student learning outcomes carried out will have a good influence on teacher performance. A well-developed learning process in the workplace significantly mediates the relationship between managerial coaching and performance. Following this line of thought, this study considers that the personal approach process directly affects teacher performance through the learning process. Based on the current study, it predicts that school management that demonstrates an effective personalized approach can improve the state of the learning process, which in turn improves teacher performance.

### **Pedagogical Competence affects Teacher Performance through Student Learning Outcomes at Global Prima**

The results show that pedagogical competence cannot affect teacher performance through student learning outcomes at Global Prima Medan School. Hypothesis nine shows that pedagogical competence through student learning outcomes has no effect on teacher performance.

The competence possessed by a teacher will greatly help students to obtain maximum learning achievement. Without good competence from a teacher, it will hinder the enthusiasm of students in learning because the teacher is unable to understand the circumstances and conditions of the students so that sometimes the students are less enthusiastic in participating in the learning process. Teacher competence is divided into several including pedagogical competence, personality competence, professional competence, and social competence. Learning outcomes are the final abilities achieved by students after knowing the learning process in accordance with a predetermined time. The learning outcomes achieved by students can be seen from the report cards owned by students. Thematic learning outcomes include cognitive, affective, and psychomotor domains. The success of student learning is part of the competence of a teacher who is applied in the teaching and learning process, so that teacher competencies have a relationship with increasing student learning.

### **Emotional Intelligence affects Teacher Performance at Global Prima through Student Learning Outcomes at Global Prima.**

The results show that emotional intelligence cannot affect teacher performance through student learning outcomes at Global Prima Medan School. The tenth hypothesis shows that emotional intelligence has no effect on



teacher performance through student learning outcomes.

This path coefficient value shows a negative direction, emotional intelligence in carrying out the teaching and learning process still needs to be improved in improving teacher performance through student learning outcomes. Emotional intelligence is one of the important things in carrying out tasks and in increasing teacher work motivation, therefore, a teacher's expertise in managing and using emotions intelligently in carrying out his duties, coupled with positive views in dealing with all problems and seeing broadly in finding solutions to every problem is an important part and must be maintained, because it will create a sense of being encouraged or motivated in carrying out his duties and responsibilities. The success of teacher performance is influenced by two factors, namely internal and external, external factors that can improve performance include "supervision, leadership, work environment, behavior, management, position design, feedback and financial administration". While internal factors include: "work motivation, background, emotional intelligence, work interest and others.

### **Personal Approach, Pedagogical Competence, Emotional Intelligence affect Teacher Performance at Global Prima.**

The results show that Personal, Pedagogical Competence, Emotional Intelligence can affect the performance of Global Prima Medan School teachers together (simultaneously). The path coefficient value shows a positive direction, Personal, Pedagogical Competence, Emotional Intelligence in carrying out the teaching and learning process is very good in improving teacher performance. The better the Personal, Pedagogical Competence, Emotional Intelligence carried out by the teacher towards students will have a good influence on teacher performance.

## **CONCLUSION**

Based on the results of research and discussion through proving the hypothesis on the issues raised regarding the influence of personal approach, pedagogical competence and teacher emotional intelligence on teacher performance in global prime with student learning outcomes as intervening variables. The conclusions of this study are as follows: Personal approach affects student learning outcomes at Global Prima. Pedagogical competence affects student learning outcomes at Global Prima. Emotional Intelligence affects Student Learning Outcomes at Global Prima. Student Learning Outcomes affect Teacher Performance at Global Prima. Personal Approach affects Teacher Performance at Global Prima. Pedagogical Competence has no effect on Teacher Performance at Global Prima. Emotional Intelligence has no effect on Teacher Performance at Global Prima. Personal approach affects teacher performance through student learning outcomes at Global Prima. Pedagogical Competence has no effect on Teacher Performance through Student Learning Outcomes at Global Prima. Emotional Intelligence has no effect on Teacher Performance at Global Prima through Student Learning Outcomes at Global Prima. Personal Approach, Pedagogical Competence, Emotional Intelligence affect Teacher Performance at Global Prima.

### **Declaration by Authors**

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