

The Effect of Emotional Quotient And Family Environment On The Performance Of Civic Education Teacher For High School In North Sulawesi

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Abstract

The objective of this study is to assess the effect of emotional quotient and family environment on performance of civic education teacher for senior high school in North Sulawesi. The data was collected through questionnaire from 61 teacher and 183 student, which selected by multistage sampling technique. The data was analyzed descriptively and inferentially with multiple regression and correlation analysis. The result showed that (1) emotional quotient has a positive effect on teacher's performance, (2) family environment has a positive effect on teacher's performance. The findings suggest that teacher performance could be enhanced by enhancing emotional quotient and family environment conduciveness.

Keywords: emotional quotient, family environment, and performance teacher

1. Introduction

This research is based on the empirical fact about the concern of the poor teacher performance. The empirical facts are: First, it is indicated on the initial competency test result of teachers who are going to be recruited in order to teacher certification shows alarming results. In the competency test, there are two main competencies that are tested, i.e. professional competence and pedagogic competence. From the results of the initial competency test, the initial competence scores of the teachers in 337 regencies/cities are below the national average of 42.25. Only the mean scores of 154 regencies/cities are above the national average. The highest score of 97.0 and the lowest score of 1.0 show the teacher quality gap between regions is very wide. (<http://edukasi.kompas.com>). Second, concerns about the lack of teacher educational qualifications. In terms of educational qualifications, until this day, among 2.92 million teachers, there are only about 51 percent are bachelor or above, while the rest are not. From the side of certification requirements, there are only 2.06 million, or approximately 70.5 percent of teachers qualified for teacher certification. There are 861,674 teachers are not eligible for certification. (<http://edukasi.kompas.com>)

Third, concerns about the low educational achievement or competitiveness of Indonesian education. Based on the data from the National Development Planning Agency (Bappenas) 2011 (Deitje Katuuk, 2012:10) in the last two years, the competitiveness of Indonesian education is low compared to other ASEAN countries such as Singapore, Malaysia, and Thailand. Even in 2011, it decreased from rank 44th to rank 46th of 139 countries. Education competitiveness has become one of the important indicators to describe the low educational performance, especially the performance of the teachers. The role of the teacher, especially the teacher's performance is certainly very important. Based on the results of studies in developing countries, they have shown that the teacher gives the highest contribution in the learning achievement (36%), followed by management (23%), time to learn (22%), and physical facilities (19%) (General Directorate of Primary and Secondary Education, 2011).

Fourth, concerns about the lack of government expenditures for education in Indonesia. From the aspect of state government expenditures to fund the education, among 183 surveyed countries, Indonesia is in the category of countries that are very low, and put the spending at 1.2% of GDP (Gross Domestic Product). GDP is used as a measure of whether a country is a developing country, developed country or prosperous country. In 2004, Indonesia's GDP stood at 257.6 billion dollars. This means that Indonesia is at the lowest third rank. Compare with Malaysia which pegged the expenditure of 8.1% of GDP. (Luddin, 2012:191).

Education is an important aspect in the development of nation and state. This has been confirmed in UU No. 20 Tahun 2003 about Sistem Pendidikan Nasional (National Education System), i.e. education is a conscious and deliberate effort to create learning atmosphere process so that learners are actively developing their potential to have the spiritual strength of religious, self-control, personality, intelligence, character, and skills that are necessary for him, community, state and nation. (National Education Law No.. 20, 2003 Article 1). Then in the subsequent development, updates occur associated with the birth of UU No. 14 Tahun 2005 about Guru dan Dosen (Teachers and Lecturers), which elevates the professional status of teachers with pedagogic competence, personal competence, social competence, and professional competence.

Teacher is a professional function where its inherent functions are as educator, teacher, mentor, facilitator, motivator, which makes the task of the teacher is directly in contact with learners (human) that has the intelligence potential to be maximized. Each student has individual needs to grow and develop to the maturity and self-reliance through the learning process.

The teacher is the cutting edge of education quality determinant. The performance of teacher directly affects the education quality of each learner. Therefore, the better the teacher, the better the produced education quality will be. And vice versa the worse the performance of teacher, the worse the produced education quality will be.

In relation with the issue above, then Hubert Gijzen (2010) stated that in order to achieve a quality education in a country, teacher has an important role so that teachers need to be well-trained and highly motivated. It is also stressed that the Indonesia government's policy to reform is a right step to improve the education quality in Indonesia. Focusing on improving the quality and professionalism of teachers may encourage the achievement of education for all including the remote areas and marginalized communities. (UNESCO)

Self-awareness is built upon a high level of emotional intelligence as a human being who appreciates his responsibilities as a teacher with an attitude of trust, then the teacher is able to accept his teacher assignment not as a command but as worship who has strong interpersonal relationships, get along with each student with sympathy and empathy, have a mature and consistent philosophy of life, and consistent, and consistent in assignments of teacher. In the duty performance, he must not only limit himself to the task of teaching certain subjects, but emphasizes the learning function to explore the values of civilization and humanity, and think in a good manner.

In the future, it will need teachers who really have the creativity, critical thinking, open to the public and to the existing educational issues and most importantly, a teacher should assist students in developing human values such as respect for the human person, human rights, morality, justice, sensitivity to others, honesty and fraternity. (Rival and Pure, 2009:895-900). Furthermore, when assessing teacher performance is not only seen from perfect working ability, but also the ability to control and manage themselves as well as the ability to build relationships with others.

Daniel Goleman (1991:44) called this ability as Emotional Intelligence or Emotional Quotient. Research results show that emotional intelligence is 80% determinant of a person's success, whereas the other 20% is determined by IQ (Intelligence Quotient). People began to realize at this point that not only intellectual excellence is needed to achieve similar success but it needs other skills such as emotional intelligence to be in the forefront. This is an attempt to manage themselves as teachers in performing their duties because the occurrence of violence acts in schools, where there are teachers who hit students, injure, punish without any sense of humanity show the low emotional intelligence of teachers.

The intended emotional intelligence is the ability to monitor and control the feelings of themselves and others, and use those feelings to guide thought and action, so that emotional intelligence is indispensable for success in the work and result in outstanding performance at work. This is similar to the opinion of Patton who notes that people who have emotional intelligence will be able to face challenges and make a man responsible, productive, and optimistic in facing and resolving problem, where these things are needed in the work environment. (Patton, 1998:2).

Since long ago people believe that intelligence, especially intellectual ability is an apparatus of a mental ability form that is important in carrying out a task or job. (Wiamiharja, 2003:71). This is understandable because in work, it does not only require actions to carry out the work but also requires intelligence in solving the problem, because of various problems that arise today in the life of nation and state.

In addition to emotional intelligence factor, interpersonal communication factors in the family environment can affect the performance of teachers. The point here is that the family environment in communication situation between family members often occurs due to a lack of communication between families. Accusations because of the rush become the cause of tenuous communication among family members. Interpersonal communication is needed in order to build an intimacy relationship from heart to heart. In a busy family, where the father and mother both work from morning until late afternoon, they do not have time to have lunch together, pray in the house where the father become a priest and the family members become the congregation. Actually there are many things that can be asked by the father or mother to the children, such as school, friends at school, sadness and pleasure experienced by children, and the children will express thoughts, feelings, and his thoughts about the kindness of the family, including criticism of their parents, but because of the busyness of the parents, these things cannot be discussed together. (Willis, 2009:14)

Based on the problems above, the task of civic education teachers with professional positions should be in line so that can build the character of the nation based on the culture of Pancasila. The problem that occurs is very ironic indeed if a civic education teacher who should be a role model is less able to control emotions, does not set an example in fostering good relations within the family and his religiosity is even bad.

Today, Indonesia is hit by the fundamental crisis, that is the low human qualities. One factor of this problem is presumably to ignore even leave the Indonesian dignified character, i.e. Pancasila cultured nation character. (Meirawan and Engkoswara, 2010:32).

In line with that religion also requires democracy. This is due to the truth of the religion noble values that is *metahistores* should be contextualized into real life. Religious truth needs to be developed into an empirical truth and to implementation is done in formal and informal education. In such capacity, the performance of the teachers should get priority to be improved. The poor performance of civics teachers is a dilemmatic problem not only for the teachers themselves but also for schools and students, including student and teacher community in where they live. On the one hand Civics Education teacher is required to be a teacher in terms of ethics, courtesy, decency, honesty, and moral but the weak emotional intelligence, lack of self-control, lack of adherence to religious affiliations, poor interpersonal communication skills both within the family and at school are barriers that exacerbate the performance and impact on students' moral development.

Civic education referred above requires attention because it involves the development of responsible, effective, and well-educated citizens. If democracy are maintained by citizen who does not have a true commitment to the fundamental values and principles of democracy, the free and open society will not be realized. Therefore, the task for the educators, policy makers, and other members of civil society, is to campaign the importance of civic education to the whole society and all agencies and levels of government. Moreover, the new paradigm of Civics today refer to some aspects, i.e.: (1) the strategic environment, that is the critical issues of globalization, democratization, human rights, horizontal conflict and value shift; (2) the Civics demands of the 21st century: civics intelligence, civics responsibility, and civics participation; (3) Civics capacity: knowledge, competency, confidence, values, skills, and rational decision making; (4) Content coverage of Civics: normative standards, morals and civics, politics and government, and public issues. (Pasandaran, 2009:8)

In connection with that, the task of civic education teachers is to implement the teaching and learning activities (KBM) at schools optimally. Civics teacher performance phenomenon, e.g. generally the performance of certified teachers is same with the performance of uncertified teachers, the teaching quality still use the conventional way that is directive, the evaluation in the learning process has not been comprehensive where just press on the cognitive domain while Civics teaching is oriented on affective or attitude teaching. Emotional intelligence has not effectively manage self, the ability to evoke spirit and work motivation and have the ability to handle emotions when dealing with others. Actualization of religious values are lacking concerning honesty, openness, and knowledge of the religion that is still shallow so erodes the spirit of pluralism and nationalism, this can be done through the teaching of civics in school.

Based on the problem description, the study of Civics teacher performance becomes very important in relation to emotional intelligence and the family environment.

Based on the identification of the issues mentioned above, the study was limited to the variables that affect the performance of teachers, i.e. emotional intelligence and family environment. The performance of teachers in this study is limited to performance of senior high school Civics teacher in North Sulawesi.

Based on the problem limitation above, the research problem can be formulated in the form of questions as follows:

1. Does emotional intelligence have an effect on the performance of teacher?
2. Does family environment have an effect on the performance of teacher?

Emotional intelligence is a maturity in managing self and understanding others with indicators; awareness, self-regulation, empathy, and social relationships. Emotional intelligence is the perception of teachers towards maturity of managing self and understanding others that are captured through 5 scale questionnaire according to the teacher's perception indicators: (1) self-awareness, (2) self-control, (3) empathy, and (4) social relations.

Family environment is the atmosphere of socio-cultural life interacting with others with indicators; openness, discipline, collaboration, and adaptability. Family environment is the assessment of the socio-cultural atmosphere of interacting with others which evaluated through 5 scale questionnaire according Civics teacher perception indicators: (1) transparency, (2) discipline, (3) collaboration, and (4) ability to adapt.

Performance is the work performance which is shown in carrying out the task and responsibilities based on capabilities and skills with indicators: learning management, subject matter mastery, guiding students in an atmosphere that is conducive, interactive, fun, and innovative. Performance of teacher is the student assessment of the performance of teacher is which demonstrated in carrying out the duties and responsibilities based on the ability and skill which evaluated through 5 scale questionnaire and responded by the student, the indicators are: (1) learning management, (2) mastery of subject matter; (3) guiding students in a conducive environment, (4) interactive, (5) fun, and (6) innovative.

II. Research Method

The used approaching in this research is quantitative approaching. The used method is *explanatory research*, which is to analyze and explain the effect of the variables in research concept model. The data collecting uses questionnaire and the data collecting technique is survey.

The research population is Senior High School Civics teacher in North Sulawesi who spread in 11 regencies and 4 cities, that amounts to 200 Civics teachers.

The sampling uses *multi-stage* technique, that is at the first stage it is chosen based on region characteristic of school location where the Civics teacher teaches, that is Manado City as the capital city, Minahasa Regency and Bitung City represent the suburbs area of provincial capital, Bolaang Mongondow Regency represents the area which is far from provincial capital and Sangihe Regency represents the islands regency. At the second stage, it chooses public high school and accredited private high school in each chosen area at first stage. The third stage is to determine the Civics teacher at the chosen schools at second stage as sample units and it obtains 61 Civics teachers as analysis unit and respondent.

In addition, it chooses 3 talented students to represent students who are taught by each Civics teacher as respondent or data source, especially the data of Civics teacher performance, thus it obtains 183 students.

This research is conducted based on the assumption that *the improvement of Civics teacher performance is affected by the emotional quotient and family environment of the teacher*.

Based on these assumptions and referring to the research question, it can be argued a general research hypothesis as follows: *"Emotional quotient and environment family factors influence the performance improvement of Civics teacher"*.

For more specific details, the hypotheses can be developed into a number of more specific / detail hypotheses, as follows:

1. Emotional quotient has a positive effect on teacher performance.
2. Family environment has a positive effect on teacher performance.

III. Result

No	Hypotheses	Statistical Test	Decision	Conclusion
1	Emotional quotient (X_1) significantly affects teacher performance (Y)	Ho : $\beta_1 \leq 0$ H ₁ : $\beta_1 > 0$	Ho is rejected	Positively, Significantly Affect
2	Family environment (X_2) significantly affects teacher performance (Y)	Ho : $\beta_3 \leq 0$ H ₁ : $\beta_3 > 0$	Ho is rejected	Positively, Significantly Affect

Based on the research result of the effect of emotional quotient and family environment on the performance of senior high school Civic teachers in North Sulawesi, then there are findings as follows:

First, the results of hypothesis testing showed that emotional quotient has a positive effect on teacher performance with $t_{count} (2.581) > t_{table} (1.67)$ at a significance level $\alpha = 0.05$

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18547.912	1	18547.912	1940.896	.000 ^a
	Residual	563.825	59	9.556		
	Total	19111.738	60			

a. Predictors: (Constant), Kecerdasan Emosional

b. Dependent Variable: Kinerja Guru

This suggests that the better emotional maturity of the teacher lead to the better teacher performance. According

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.046	3.654		9.866	.000
	Kecerdasan Emosional	1.760	.040	.985	44.056	.000

a. Dependent Variable: Kinerja Guru

to Goleman, emotional quotient is the ability to monitor and control the feelings of themselves and others, and use those feelings to unite mind and action. (Goleman, 1999:39). This is because the emotional maturity leads teachers to be wiser in making decisions, have the ability to communicate with many people, and have a sense of moral responsibility to their work which will certainly improve the performance of teachers. Goleman states that the workplace requires 80% emotional intelligence and 20% intelligence.

As a leader in learning process management, teacher must have emotional quotient. Teacher must be able to optimally control and drive the intelligence potential on emotional brain (*limbic system*) (Bahaudin, 2007:145). A leader must underly his action more on the use of emotional quotient. In the relation to social relationship as emotional quotient indicator, Gitosudarmo asserts that cohesivity is an interaction power of group member. Cohesivity is shown in the hospitality among the group member, they are usually happy to be together. Each member feels free to express opinion and sugession (Gitosudarmo, 2008:75). While its relation with emphaty, Devito (1997:260) asserts that an emphatic person is able to understand motivation and experience of others, their feeling and attitude, and their hope and desire in the future. This opinion is in line with the definition of empathy suggested by Backrack (2009) which is an ability of a person to know what is being experienced by another person at any given moment, from the perspective of the person, through his glasses. (Backrack, 2009: 33, 35-38).

Second, the hypoteses test result proves that family environment positively affects the performance of teacher with $t_{count} (5.812) > t_{table} (1.67)$ at significance level $\alpha = 0.05$.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.990 ^a	.979	.979	2.598	.979	2771.971	1	59	.000

a. Predictors: (Constant), Lingkungan Keluarga

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18547.912	1	18547.912	1940.896	.000 ^a
	Residual	563.825	59	9.556		
	Total	19111.738	60			

a. Predictors: (Constant), Kecerdasan Emosional

b. Dependent Variable: Kinerja Guru

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.046	3.654		9.866	.000
	Kecerdasan Emosional	1.760	.040	.985	44.056	.000

a. Dependent Variable: Kinerja Guru

It shows that good family environment will lead to better teacher performance. According to Rivai and Murni, family environment is external factor that affects attitude of a person. Leke Iriany in Pasandaran suggests that the function of family is to encourage and develop religious attitude, instill cultural values, love, provide protection for the family members. This is the requirement of quality human growth (Pasandaran, 2001). Because teacher is in family which is harmonic and functioning as it should then teacher will perform good attitude, love students, appreciate students, provide guidance with compassion, and protect the students to not be involved in immorality. The teacher attitude like this affects teacher performance in carrying out his activities.

This finding supports the *performance theory* that is suggested by some experts, e.g. Hersey and Blanchard which quoted by Wibowo say that performance is motivation and capability function. Therefore, the model of performance equation = f (motivation, capability). (Wibowo, 2010:75). This performance theory by Hersey and Blanchard is in line with the performance theory by Lyman and Porter and Edward Lawler quoted by Wibowo,

that performance is a function of desire to do duty, required skill to accomplish task, clear understanding of what and how to do. The model of performance equation = f (desire to do duty, skill, understanding of what and how to do) (Wibowo, 2010:100). Likewise, the performance theory of the performance by Jay Lorsch and Paul Laurence quoted by Wibowo (2010:100101), where this theory is more complex than the previous, that performance is a function of the attributes of individuals, organizations, and the environment, thus the model equations performance = f (attributes of individuals, organizations, environment).

In principle, the theories of performance that have been formulated by experts who have been mentioned above agree that ability factor is the factors / variables that contribute to the performance. Abilities factor is not only limited to the intellectual ability or intelligence (intellectual quotient), but also includes other intelligences, such as emotional intelligence (emotional quotient) and spiritual intelligence (spiritual quotient). In fact, these both intelligences in the context of the teacher task is needed considering the performance of teacher duties, he is always involved in the interaction with the students as human beings that has characteristic, feelings, dignity and status.

According to Bahaudin (2007:139-140), these three intelligences can be used as a basis for determining the attitude, business decisions choice, or choices in life which each of them will be the basis of the capital development for a person. This capital will describe how he would behave in response the challenges. The capital meant by Zohar and Marshall, as quoted by Bahaudin (2007:140) consists of material capital, social capital, and spiritual capital.

Material capital only based on appreciation of intelligence (intellectual quotient), which is a capital that can be measured in units of money. Material capital is also called human capital which appreciates human the good idea or outcome (achievement) with the material units. Social capital based on appreciation of emotional intelligence (emotional quotient) which felt that the survival of the organization (school) including its activities (learning process), cannot be separated from the social environment in which the organization is located (Bahaudin, 2007:139-140). It means, there must be a harmonious blend of mutual benefit on the basis of high mutual trust between the organization and its environment, which the emphasis is on the interpersonal relationships within the organization (in schools, for example, the relationship between teachers and principals, among fellow teachers, and between teachers and students and teachers with the administration of the employee/administration) and also between the organization and the community/environment.

These three capitals become competitive strengths include in achieving the best performance, both for the individual (teacher) or organization (school) in an era of competition, which by Mukerjea called the Competitive Intelligence Era (Dilip, 1988:47) or Brain to Brain Competition in the Knowledge Economy, which in essence is putting the competitiveness of existing intelligence on the human brain as a strategic resource that will determine its success (performance) in facing competition. (Bahaudin, 2007:138).

The performance theories which are formulated by the experts mentioned above also agree that motivation factor give contribution to performance. Discussing motivation does not appart from motive factor, because this motive is the base or reason of a person to execute or do something. The same enthusiasm level of two people in doing same task together is not necessarily based on or driven by the same motives, even can also be driven by contrary motives. So two teacher who prepare some learning tools well are not necessarily based on or dirven by the same motives. This motive is something that has *value* which is believed to give satisfaction to their needs. Value of something that would be done and become spirit that motivates someone to do can be formed by his religious life. Thus religious life of someone (teacher) become the determining factors of value which gives the spirit that motivates him to do his job as to achieve the best level of performance.

Performance theories that have been formulated by experts mentioned earlier, also agreed that environment factors contributes to performance. In the context of the task implementation of teachers, environment factor, especially family environment factors strongly influence performance achievement. It is based on real conditions faced by the teacher that the duties of teachers which are being done in schools are the continuity of the duties that are done in the family environment (at home). What the teachers do in the school are the implementations of what he had prepared earlier in his house (the family), so that a conducive family environment contribute positively to the teachers to achieve their best performance.

IV. Conclusion

Based on the research result and discussion, then it can be concluded that:

1. Emotional quotient positively affects the teacher performance, it means that if the emotional quotient of teacher is good then it will improve the teacher performance.
2. Family environment positively affects the teacher performance, it means that if the family environment is conducive then it will improve the teacher performance.

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