

Strategies to Increase Teacher Commitment: A Study of The Influence of Emotional and Intellectual Intelligence with The Mediation of Job Satisfaction

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Abstract

Education is a conscious effort that is deliberately planned to achieve a predetermined goal. Education really determines the progress and quality of a nation, therefore the potential of teachers as a component of human resources needs to be developed so that they can carry out their functions optimally. This research was conducted to find out what influences teachers' affective commitment. The research aims to analyze the influence of emotional intelligence and intellectual intelligence on teachers' affective commitment with job satisfaction as a mediating variable in MTs. Bungah Gresik, The type of research used in this research is quantitative causality research. The population and sample in this study were MTs teachers. Bungah Gresik, totaling 106 teachers. The results of the research show that emotional intelligence has a significant positive effect on affective commitment with a t-statistic value of 3.248 and a p-value of 0.001, intellectual intelligence has a significant positive effect on affective commitment with a t-statistic value of 3.917 and a p-value of 0.000, emotional intelligence has a significant positive effect on job satisfaction with a t-statistic value of 5.214 and a p-value of 0.000, intellectual intelligence has a significant positive effect on job satisfaction with a t-statistic value of 7.087 and a p-value of 0.000, job satisfaction has a significant positive effect on affective commitment, emotional intelligence has a significant positive effect on commitment affective through job satisfaction with a t-statistic value of 3.344 and p-value 0.001, and intellectual intelligence has a significant positive effect on affective commitment through job satisfaction with a t-statistic value of 3.025 and p-value 0.002. And the mediating variable job satisfaction cannot mediate between emotional intelligence and intellectual intelligence on the affective commitment of teachers at MTs. Assa'adah Bungah with a t-statistic value of 2.737 and a p-value of 0.006. From the results of the research, it is hoped that MTs Bunga Gresik teachers will increase cooperation between teachers and be sensitive to the surrounding environment in order to help harmonize the existing organizational structure. Apart from that, further research is expected to use other mediating variables such as work motivation due to job satisfaction.

Keywords: *Emotional Intelligence, Intellectual Intelligence, Teacher Affective Commitment, Job Satisfaction.*

Introduction

Education is an effort used to achieve a planned mission. The target of education is to increase the potential of human resources. Schools as educational service management institutions must work hard to achieve planned targets and use these resources well. School is a system where learning takes place, with various tools and elements connected to it, such as teachers (Safrijal, 2021).

Education is at the forefront of national development because it is part of the development agenda to produce potential teachers. Human resources (HR) play a role in realizing the

educational mission, and to achieve the planned mission, resources must be available that can increase the effectiveness of education in order to improve life and the quality of education (Wahyuni, 2019).

Management is a way to organize or manage something to achieve good results and complete tasks perfectly. There are 2 management functions, namely: theoretical and practical. The theoretical function is management that is useful as knowledge for organizations, companies and educational institutions. Therefore, management in the world of education is very important. Because through education, human resources can have an effect on major national changes (Arifudin, 2021).

Indonesia is ranked 54th in 2021 in Best Educational Systems - Country with the Best Educational System 2021. This means that our country has risen one place from the previous ranking, namely 55th in 2020 (www.liputan6.com, 2022). Teachers are human resources who require continuous training and development. Some of the main tasks of teachers include teaching, counseling, and providing assessments of students from pre-school to formal education, primary and secondary education (Efendi, 2020).

It is hoped that teacher resource capabilities can be increased, nurtured and developed. Apart from that, teachers are expected to have high commitment so that they can create quality, adaptive and solution teaching (Norliana et al., 2021).

There is an aspect that is thought to influence teachers' affective commitment, namely emotional intelligence. The ability to communicate sympathetically, skillfully and with good behavior towards other people is called emotional intelligence. According to Oktaviani and Manuaba (2021), good emotional intelligence in teachers allows them to build good relationships with other people, create a positive attitude or respect, develop a sense of compassion for others and be honest about their own strengths and weaknesses. When teachers' emotional intelligence is low, it is difficult to create good leaders. A teacher has many jobs besides teaching, therefore, someone who is vulnerable to stress and fatigue is a teacher, which can affect his motivation and work ability (Hartini et al., 2021). In line with Barata's (2020) research, emotional intelligence influences teachers' affective commitment.

Another factor that is thought to influence teachers' affective commitment is intellectual intelligence. Intellectual intelligence refers to a teacher's mental condition in solving reasoning and mathematical problems, or the mental ability of an organism to adapt appropriately to changing environmental groups (Mujianto et al., 2021). In line with the research results of Rahayu et al., (2019) that teachers' affective commitment is influenced by intellectual intelligence, which is supported by research (Rahmawati, 2022) and (Sustiyatik, 2019).

Job satisfaction is related to what teachers feel about their duties. The teacher's role and support will appear when someone at the school is willing to work. Job satisfaction is an emotional feeling that arises towards teachers in the various tasks they carry out so that job satisfaction can be said to be a dual concept. Teachers can feel satisfied or not, either with one or more angles (Argon and Liana, 2020).

Affective commitment is defined as a person's strong understanding and involvement in an organization. Teachers who are motivated to be involved in school will remain because they have a strong desire and satisfaction to be involved in the organization (Herdiana et al., 2021). When teachers are committed to their duties, it can give rise to a person having a sense of responsibility for the tasks they carry out so that their duties are carried out in totality and they have good loyalty and trust in an institution.

Job satisfaction is also thought to influence teachers' affective commitment. Job satisfaction is the presence of an emotional attitude towards teachers in the various tasks carried out. Teachers will play a role and support their institution when the teacher feels comfortable and

satisfied with the institution. According to research by Yuliarni et al., (2021), teachers' affective commitment is influenced by job satisfaction, but the results of Tria's research (2018) state that teachers' affective commitment is not influenced by job satisfaction.

Madrasah Tsanawiyah Assa'adah 1 is a school that was established under the Qomaruddin Sampurnan Islamic Boarding School, Bungah sub-district, Gresik district. Mbah Kyai H. Sholih Musthofa or Mbah Sholeh Tsalis is the founder of MTs. Assaadah 1. Mbah Sholeh Tsalis is the seventh administrator of the Qomaruddin Islamic boarding school.

There are two Tsanawiyah Madrasas under the Qomaruddin Islamic Boarding School environment, namely MTs. Assaadah I and MTs. Assaadah II, at MTs. Assa'adah I for students, and MTs. Assa'adah II for female students. With a total of teachers at MTs. Assa'adah I numbered 42 teachers and at MTs. Assa'adah II numbered 64 teachers.

MTs. Assa'adah Bungah is one of the madrasas in Bungah Gresik which has many achievements, which can be seen in table 1 below;

Table 1 MTs Achievements. Assa'adah

No	Performance	Champion	Level
1	<i>Islamic Science Olympiad(Is)</i> Throughout East Java	Champion number 1	East Java
2	Festival of the Qur'ani and Islamic Arts (Fiqsi) 2022	Champion number 1	National
3	<i>Immortal Al-Azhar</i> Bsd all over East Java	Champion number 1	East Java
4	<i>Pro-U It & Al Qur'an Competition Of Sma Islam Maarf</i> Singosari (Picos) V.4	Champion number 1	East Java
5	<i>Muttaqina Mbi Amanatul Ummah</i> Mjkrt	Champion III	National
6	<i>Muttaqina Mbi Amanatul Ummah</i> Mjkrt	4th place winner	National
7	46th Lp Model Student. Ma'arif Nu Gresik Branch	Hope 1	Regency. Gresik
8	46th Lp Model Student. Ma'arif Nu Gresik Branch	Hope 3	Regency. Gresik
9	National Pencak Silat Tournament NU Cup III 2022	Runner up	Kediri Regency
10	National Pencak Silat Tournament NU Cup III 2022	3rd place	Kediri Regency
11	East Java Women's Pre-Youth Class D sparring tournament	Champion number 1	East Java
12	East Java Women's Class C Match Tournament	Runner up	East Java
13	50 M Freestyle Swimming, Exercise 3	Champion number 1	Ka. Gresik
14	Be Careful about the Surface of Latgab 3	Champion number 1	Ka. Gresik
15	Panoramic sketch of Latgab 3	Champion number 1	Ka. Gresik
16	OBA 5 (Arabic Language Olympiad)	Champion number 1	Ka. Gresik
17	OBB 5 (Arabic Language Olympiad)	Runner up	Ka. Gresik
18	OBB 5 (Arabic Language Olympiad)	3rd place	Ka. Gresik
19	Nusa Se Lamongan Regency Fencing Silat Championship	Runner up	Regency. Lamogan

Source: School Admin

Another phenomenon of teacher affective commitment at MTs Assa'adah can be seen from the presentation graph of teacher presence in class as follows;



Source: School Admin

Graph 1. Presentation of Teacher's Teaching Presence in Class
MTs. Assa'adah I Academic Year 2021/2022-2022/2023

From graph 1, it can be concluded that the teacher's presence when teaching in class is good. It can be seen from the 2021-2022 academic year that the average was 97%, then in 2022-2023, the first semester experienced an increase with an average of 98% and in the next year it experienced an increase of up to 99%. Causes of presentation of teacher teaching attendance at MTs. Assa'adah I did not reach the target of 100% because there was sick leave, some were on leave. However, teachers still give assignments to students through picket teachers, so there are no empty hours in class.



Source: School Admin

Graph 2. Presentation of Teacher's Teaching Presence in Class
MTs. Assa'adah II Academic Year 2021/2022-2022/2023

Graph 2 shows that the teacher's presence when teaching in class is considered good. It can be seen from the first semester of the 2021-2022 academic year that the average was 98%, although there was a decrease of 1% in the second semester of the 2021-2022 academic year, in the 2022-2023 academic year it reached an average of 99%. Causes of presentation of teacher teaching attendance at MTs. Assa'adah II did not reach the target of 100% because some were sick, some were on leave. However, teachers still give assignments to students through picket teachers, so there are no empty hours in class.

Graph 1.1 and graph 1.2 conclude that the presentation of teaching presence is good at MTs. Assa'adah I and MTs. Assa'adah II is already relatively high. According to Mursyid (2023), teachers with low loyalty have lower attendance and compliance, while teachers with high loyalty

tend to have good performance. Therefore, they are more responsible in carrying out their duties according to the approved rules.

The following is data on teachers who are responsible for carrying out their duties in making learning plans.

Table 2 Recapitulation of Making Learning Plans

No	Institution name	% Learning Plan Recapitulation	Target
1	MTs. Assa'adah I	88%	100%
2	MTs. Assa'adah II	90%	100%

Source: School Admin

Another phenomenon of teacher affective commitment can be seen from table 2 regarding daily, weekly and monthly learning plans at MTs Assa'adah I and MTs Assa'adah II which are good. Proven at MTs. Assa'adah I teachers who prepared lesson plans before the teacher taught in class reached 88% (37 out of a total of 42 teachers) and at MTs. Assa'adah II teachers who prepared lesson plans before the teacher taught in class reached 88% (58 out of a total of 64 teachers).

The learning plans that teachers must carry out are daily, weekly and monthly learning plans which are then reported to the school principal for approval. So that when the teacher enters the class he already has the concept that will be discussed in class. With this, the learning system in the classroom becomes effective. According to research that teachers will continue to be responsible for their duties when the teacher has good affective commitment, such as in making daily and weekly learning plans before learning is carried out.

If you pay attention to the teachers at MTs. Assa'adah I and MTs. Assa'adah II has a varied age. According to the theory of Generational Differences by Researcher Putra (2016) in Marufah (2020) states that age groups are divided into four types, namely; Generation Z (ages 13-27), Generation Y (ages 28-42), Generation X (ages 43-63), and the Baby Boom Generation (ages over 63 years).

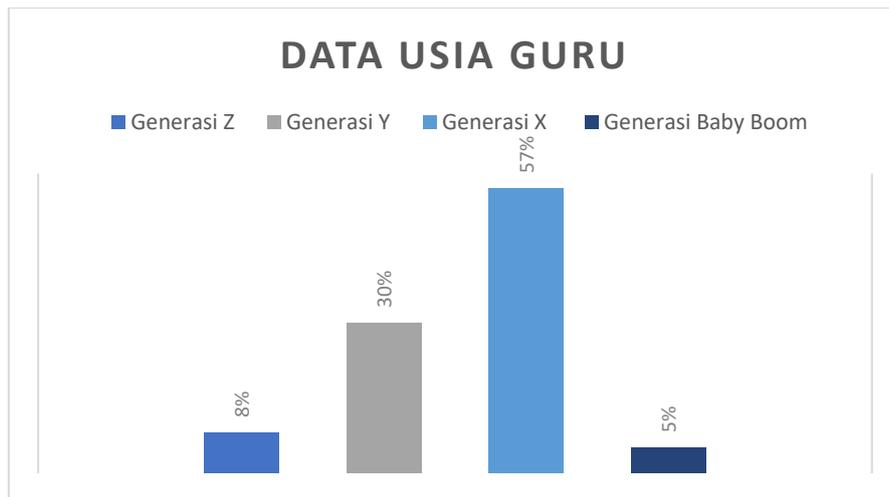
Total number of teachers at MTs. Assa'adah I and Assa'adah II totaled 106 people. with the following criteria;

Table 3 MTs Teacher Age Data. Assa'adah I and MTs. Assa'adah II

NO	Age Group	MTs. Assa'adah I	MTs. Assa'adah II	Total
1	Generation Z	2	6	8
2	Generation Y	16	16	32
3	Generation X	23	38	61
4	Baby Boom Generation	1	4	5
Amount		42	64	106

Source: School Admin

The data above shows that teachers who teach at MTs. Assa'adah I and II have varying ages. Starting from the generation Z age group with a total of 8, generation Y there are 32, generation X there are 61 and the baby boom generation there are 5. According to Generation Z characteristics include multitasking, managing social media via cellphone, browsing the computer, and listening to music with headphones. Most of the jobs are internet related. And know about technology or other sophisticated devices that can influence their behavior. According to Putra (2016), generation Y is characterized by very open communication patterns, social network users and their lives are greatly influenced by technological advances, attention to environmental changes, and a great interest in wealth.



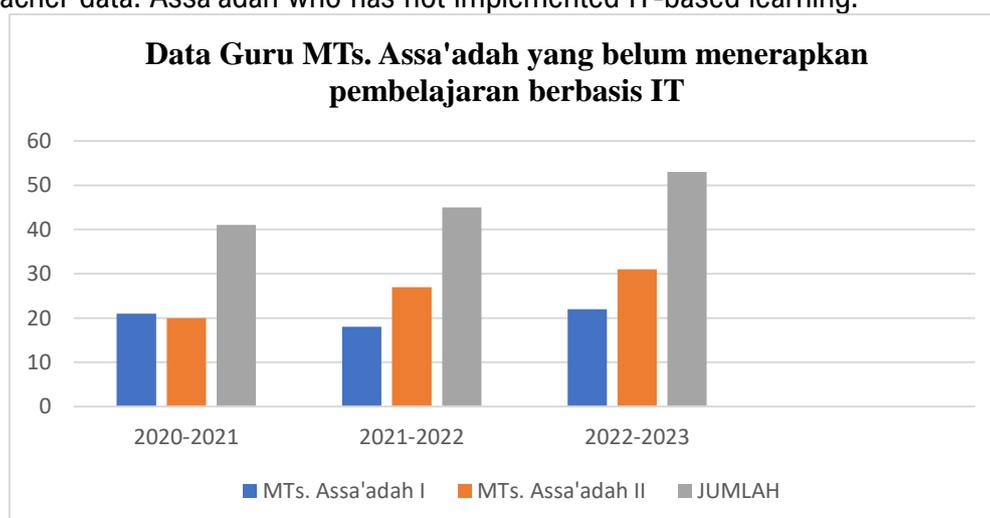
Source: School Admin

Graph 3 MTs Teacher Age Data. Assa'adah I and MTs. Assa'adah II

From graph 3, it can be seen that the presentation of Generation Z (ages 13-27) teachers is 8%, for Generation Y (ages 28-42) it is 30%, Generation X (ages 43-63) is 57%, and for the Baby Boom Generation (age over 63 years) is 5%. It can be interpreted that teachers and educational staff at MTs Assa'adah 1 and 2 are dominated by generation X, where generation X tends to have a skeptical attitude. So the impact of this skeptical attitude will make him not care about his surroundings and have a negative vision of phenomena in his environment.

A teacher's high emotional intelligence can motivate him to be able to innovate or make updates to any learning material provided. As in the current era, teachers are expected to be able to implement learning using technology (IT-based). The presence of technology makes teaching more varied, learning more efficient, stimulates student interest and attention. The integration of technology in the learning process makes it easier for teachers to deliver teaching materials with the help of technological means, such as video programs supported by various applications, making it easier for students to learn.

But at MTs. Assa'adah Bungah, there are still teachers belonging to generation the following is MTs teacher data. Assa'adah who has not implemented IT-based learning.



Source: Deputy Head of Curriculum

Graph 4 MTs Teacher Data. Assa'adah who has not implemented IT-based learning

From graph 4, it can be seen that in the last 3 years teachers have not implemented IT-based learning at MTs. Assa'adah experienced an increase. Starting from the 2020-2021 school year with 41 teachers, then the 2021-2022 school year with 45 teachers and the 2022-2023 school year with 53 teachers. Even though the target is teachers at MTs. Assa'adah, which implements IT-based learning, is expected to reach 100% so that learning is more interesting and can improve the quality of students' education .

Even though he obeyed Emotional intelligence is the ability of how they motivate themselves to improve their competence, how they understand other people, and how they respect each other. This shows the lack of self-motivation abilities possessed by teachers so that it becomes a phenomenon that supports temporary allegations about affective commitment and emotional intelligence.

Apart from that, at MTs. Assa'adah I and MTs. Assa'adah 1I does not have a positive record of teacher achievement, there is not much data that can be proven regarding teacher achievement, both in academic and non-academic fields. Meanwhile, according to Intellectual intelligence is a person's ability to adapt to new demands by thinking focused on what they want to achieve. researcher explained that job satisfaction is influenced by intellectual intelligence.

According to Aziz (2021), teachers with good intellectual intelligence will tend to have a strong memory. However, teachers at MTs Assaadah who belong to Generation X often forget their schedule when teaching. The following is data on teachers who forgot their class schedule so students complained by reporting it to the Guidance Counseling (BK) teacher.

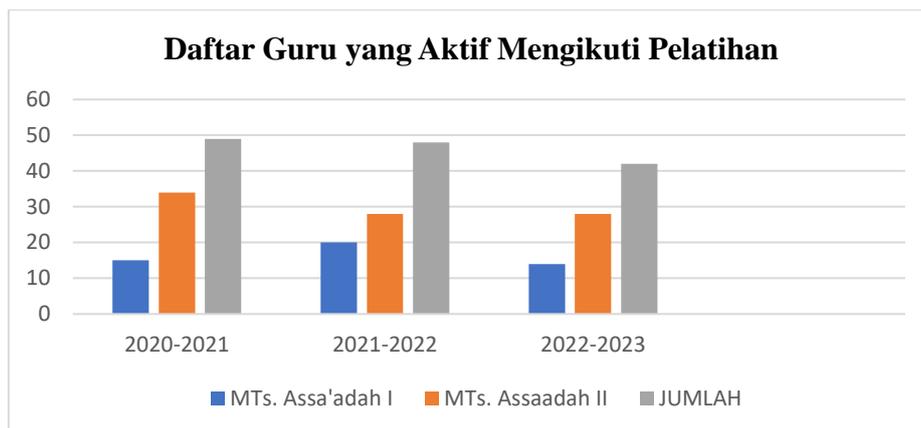


Source: Deputy Head of Curriculum

Graph 5 Data on Teachers Who Have Received Complaints

From graph 5, it can be seen that there are still several teachers at MTs. Assa'adah received complaints from students because she forgot her teaching schedule. Starting from the 2020-2021 school year with 51 teachers, then the 2021-2022 school year with 48 teachers and the 2022-2023 school year with 52 teachers. Even though the target is teachers at MTs. Assa'adah who do not receive complaints are expected to reach 100% so that students receive effective learning. Among the teachers who often forget their teaching schedule are teachers belonging to Generation X, supported by research which states that older teachers cause memory to decline. As a result, when class time started, the teacher had not yet entered the class, so the students reported it to the guidance and counseling teacher with the aim of having the guidance and counseling teacher contact the teacher on duty.

Apart from that, at MTs. Assa'adah there are still a few teachers who actively participate in training activities. The following is a recapitulation of teacher data for the last 3 years who have actively participated in training.



Source: Deputy Head of Curriculum

Graph 6 List of Teachers Actively Participating in Training

From graph 6, it can be seen that there are still low numbers of teachers at MTs. Assa'adah is actively participating in learning training. Starting from the 2020-2021 school year with 49 teachers, then the 2021-2022 school year with 48 teachers and the 2022-2023 school year with 42 teachers. Even though the target is teachers at MTs. Assa'adah, who actively participates in learning training, is expected to reach 100% so that she can improve teacher competency .

Teachers' high affective commitment is thought to be influenced by job satisfaction as in table 4 below.

Table 4 Teacher Salary Data

No	School year	Information
1	2021-2022 (Odd)	
2	2021-2022 (Even)	Salaries and allowances are given regularly every 5th of the month
3	2022-2023 (Odd)	
4	2022-2023 (Even)	

Source: School Admin

It can be seen in table 4 that teachers' salaries for the last 2 years have been routinely given every month on the 5th, which means they have achieved the desired target. So when teachers' salaries are given on time, it can increase teacher job satisfaction (Hoesny, 2021).

Apart from teacher salaries, the facilities available at MTs. Assa'adah for KBM (academic) and non-academic activities are also considered good. as seen in table 5.

Table 5 Facilities & Infrastructure Data

No	Information	MTs. Assa'adah I	MTs. Assa'adah II
1.	Car	2	2
2.	Classroom	12	18
3.	Computer room	2	3
4.	Library	1	1
5.	R. Teacher	1	1
6.	Language laboratory)	1	1
7	Student Toilets	8	10
8	Teacher's Toilet	4	6
9	UKS	1	1
10	Canteen	1	1
11	Islamic Prayer Room	1	1

From table 5 it can be concluded that the facilities provided by the institution to teachers are relatively high, both at MTs. Assa'adah I and MTs. Assa'adah II. According to that high job

satisfaction is influenced by the facilities provided by the institution to teachers. Then in the last 3 years no teachers have changed places of work which is thought to indicate that teachers have a sense of job satisfaction at MTs. Assa'adah.

Job satisfaction is a series of teacher discipline achievements, so that they are able to work and be productive and is an illustration of employee work which is supported by the fulfillment of their needs. Employees' needs can be met well, thereby motivating them to work calmly and efficiently (. Results from previous research and Marufah (2020) stated that job satisfaction can mediate between emotional intelligence and teacher affective commitment.

This research has a novelty impact, which is interesting is the affective commitment of teachers at MTs. Assa'adah is not followed by good emotional intelligence and intellectual intelligence. Meanwhile, from previous research, most teachers' affective commitment occurs when it is directly influenced by the teacher's emotional intelligence and intellectual intelligence.

Method

Researchers use measurement techniques for certain variables to produce general conclusions to answer the problem formulation, so this research uses a quantitative approach. According to Sugiyono (2019:16); The reason quantitative research is called a positivistic method is because its foundation lies in positivist thinking. Because it adheres to the following scientific principles, this approach is considered scientific: concrete or ideal, objective, measurable, logical, and methodical. The approach in this research is carried out by looking for relationships between one variable and other variables that have cause and effect, so it is known as quantitative causality (Sugiyono, 2017). Population is a general area consisting of objects or subjects that have their own characteristics which are determined by the researcher to be studied and then draw conclusions (Sugiyono, 2019: 126). The population in the research is all 106 teachers at MTs. Assa'adah I there are 42 teachers and MTs. Assa'adah II has 64 teachers. Population is a general area consisting of objects or subjects that have their own characteristics which are determined by the researcher to be studied and then draw conclusions (Sugiyono, 2019: 126). The population in the research is all 106 teachers at MTs. Assa'adah I there are 42 teachers and MTs. Assa'adah II has 64 teachers.

Results

Data Analysis

Researchers used SEM-PLS Partial Least Square (PLS) to analyze the data. PLS is structural equation modeling that uses a distribution approach or partial structural equation modeling. Using PLS has advantages such as not using specific data, being able to use numerical data, increments, intervals and ratios. The method used by PLS is bootstrapping which is carried out randomly. Besides that, in terms of describing data with latent variables, you can use PLS. There are two model sub-chapters in analyzing SEM-PLS, namely model measurement. The measurement model can produce how manifest variables or observed variables present latent variables to be measured. Data management in this research will use SmartPLS 3 software.

Direct Effect Test

It can be noted in the hypothesis test of the t-statistical value and probability value. In the hypothesis test which is carried out using statistical values so that for alpha 5% the t statistical value used is 1.96. What makes the criteria for accepting or rejecting a hypothesis is that H_a is accepted and H_0 is rejected when the t-statistic is > 1.96 . The hypothesis is said to be accepted or rejected by looking at the probability value so that H_a is accepted if the P value < 0.05 . The table below is the results of hypothesis testing obtained in research using the inner model.

Table 4. 20T-Statistics and P-Value

Mobile phone	Variable	Original Sample	T-Statistics	P Values
1	Emotional Intelligence (X1)→Affective Commitment (Y)	0.266	3,248	0.001
2	Intellectual Intelligence (X2)→Affective Commitment (Y)	0.394	3,917	0,000
3	Emotional Intelligence (X1)→Job Satisfaction (Z)	0.406	5,214	0,000
4	Intellectual Intelligence (X2)→Job Satisfaction (Z)	0.541	7,087	0,000
5	Job Satisfaction (Z)→Affective Commitment (Y)	0.321	3,344	0.001

Source: Smartpls Report 2023 Data Processing Results

Based on the presentation in the picture above, it shows that all of the five hypotheses are accepted.

H1: Emotional Intelligence (X1) on Affective Commitment (Y)

Hypothesis of the influence of Emotional Intelligence (X1) on Affective Commitment (Y). The result of the Original sample is 0.266 which has a positive value because it is above zero below one, the t statistic value is above the t table (t stat > 1.960) namely 3.248 and the P-Values is 0.001 below 0.05 so that it can be obtained that Emotional Intelligence (X1) has a positive influence and significant to Affective Commitment (Y), the better the Emotional Intelligence (X1), the better the Affective Commitment (Y). The results obtained show that the hypothesis is accepted.

H2: Intellectual Intelligence (X2) on Affective Commitment (Y)

The hypothesis of the influence between Intellectual Intelligence (X2) on Affective Commitment (Y) results in an original sample value of 0.394 with a positive value below zero, a T statistic of 3.917, a t statistic value above the t table (t stat < 1.960) and a P-value of 0.000. below 0.05 in order to obtain a positive and significant Intellectual Intelligence (X2) towards Affective Commitment (Y), then the better the Intellectual Intelligence (X2), the better the Affective Commitment (Y). These results indicate that the hypothesis is accepted.

H3: Emotional Intelligence (X1) on Job Satisfaction (Z)

The hypothesis of the influence of Emotional Intelligence (X1) on Job Satisfaction (Z) obtained an Original value of 0.406 which is positive because it is above zero and below one, the t statistic value is 5.214 above the t table (t stat > 1.960) and the P-values are 0.000 below 0, 05, it is found that Job Satisfaction (Z) is influenced by emotional intelligence, the better Emotional Intelligence (X1) can have a significant effect on the better Job Satisfaction (Z). This hypothesis can be said to be accepted.

H4: Intellectual Intelligence (X2) on Organizational Job Satisfaction (Z)

The hypothesis of the influence of Intellectual Intelligence (X2) on Job Satisfaction (Z) is that the original sample value of 0.541 is positive because the value is above zero and below one, T statistic 7.087. These results show that the t statistical value is above the t table (t stat > 1.960) and the P-Values is 0.000, the value is below 0.05, so that job satisfaction is influenced by intellectual intelligence. It can be said that the better Intellectual Intelligence (X2) will influence the better satisfaction. Work (Z). This hypothesis can be said to be accepted

H5: Organizational Job Satisfaction (Z) on Affective Commitment (Y)

The hypothesis of the influence between Job Satisfaction (Z) on Affective Commitment (Y) was obtained by the original sample result of 0.321 which is positive because the value is above

zero and below one, T statistic 3.344. These results show the t statistical value above the t table ($t_{stat} < 1.960$) and P-Values of 0.001 below 0.05. It can be said that affective commitment is influenced by job satisfaction, so the better Job Satisfaction (Z) will have a significant influence on the better Affective Commitment (Y). These results indicate that the hypothesis is accepted.

Indirect Effect Test

Bootstrapping resampling technique is a method used to test the indirect influence hypothesis. Before it is known that there is a mediating influence on the mediator variable, it is best to first see whether there is a significant influence on the endogenous variable. If there is no significant effect, then the mediation effect test is not carried out in more depth.

Hypotheses 6 and 7 predict a mediation effect using the analysis that a mediation relationship occurs if:

1. Exogenous variables have a continuous impact on endogenous variables.
2. Exogenous variables have a continuous impact on the mediator variable.
3. The mediator variable has a continuous impact on the endogenous variable.
4. Full mediation (full/perfect mediation) occurs if the impact of the exogenous variable on the endogenous variable is directly significant, but the impact becomes insignificant if the mediating variable is involved.
5. Partial mediation (partial mediation) occurs if the impact of the exogenous variable on the endogenous variable, either directly or indirectly, is significant. However, when mediating variables are included, the regression coefficient of the exogenous influence on the endogenous can be reduced

Below are attached the results of data processing for testing the indirect influence hypothesis.

Table 5 T-Statistics and P-Value

Mobile phone	Variable	Original Sample	T-Statistics	P Values
6	Emotional Intelligence (X1) → Job Satisfaction (Z) → Affective Commitment (Y)	0.130	3,025	0.002
7	Intellectual Intelligence (X2) → Job Satisfaction (Z) → Affective Commitment (Y)	0.173	2,737	0.006

Source: Smartpls Report Data Processing Results

Based on the results of calculating specific indirect effects, it is known that:

H6: Emotional Intelligence (X1) on Affective Commitment (Y) through Job Satisfaction (Z)

The total impact of Emotional Intelligence (X1) on Affective Commitment (Y) through Job Satisfaction (Z) was obtained by the original sample result of 0.130 which is positive because the value is above zero and below one. The t statistic is 3.025 above the t table ($t_{stat} > 1.960$) and the P-values are 0.002 below 0.05, so there is a significant influence. So it is stated that teachers' affective commitment is influenced by emotional intelligence through Organizational Job Satisfaction (Z). The better Emotional Intelligence (X1) will have a significant effect on the better Job Satisfaction (Z). the hypothesis was declared accepted.

If we look at the results of the t-statistics and p-value between the direct influence (emotional intelligence on teachers' affective commitment) and the indirect influence (emotional intelligence on teachers' affective commitment through job satisfaction), the results have a greater direct influence, so that the job satisfaction variable is not able to mediate between emotional intelligence and teacher affective commitment and its nature is referred to as a partial mediating variable because it can reduce the influence of emotional intelligence on teacher affective commitment

H7: Intellectual Intelligence (X2) on Affective Commitment (Y) through Job Satisfaction (Z)

The total impact of Intellectual Intelligence (X2) on Affective Commitment (Y) through Job Satisfaction (Z) is that the original sample result is 0.173 which is positive because the value is above zero and below one. The t statistic is 2.737 above the t table (t start > 1.960) and the P-values are 0.006 below 0.05, so it has an influence. So it is stated that Intellectual Intelligence (X2) has an influence on Affective Commitment (Y) through Job Satisfaction (Z). The better Intellectual Intelligence (X2) will have a significant effect on the better Job Satisfaction (Z). the hypothesis is said to be acceptable.

If we look at the results of the t-statistics and p-value between the direct influence (intellectual intelligence on teachers' affective commitment) and the indirect influence (intellectual intelligence on teachers' affective commitment through job satisfaction) the results have a greater direct influence, so that the job satisfaction variable is not able to mediate between intellectual intelligence and teacher affective commitment and its nature is referred to as a partial mediating variable because it can reduce the influence between intellectual intelligence and teacher affective commitment.

Discussion

Emotional Intelligence (X1) on Affective Commitment (Y)

Hypothesis of the influence of Emotional Intelligence (X1) on Affective Commitment (Y). The original sample result of 0.266 is positive because it is above zero below one, the t statistic value is above the t table (t stat > 1.960) which is 3.248 and the P-Values value is 0.001 below 0.05, so it is said that Teacher Affective Commitment (Y) is influenced by emotional intelligence, then the better Emotional Intelligence (X1) will have a significant influence on the better Affective Commitment (Y). This hypothesis can be said to be accepted.

Respondent results for the Emotional Intelligence Variable (X1), obtained a total mean of 4.17, meaning that the emotional intelligence of teachers at MTs Assa'adah is classified as good. then the highest mean indicator of the emotional intelligence variable is the self-motivation indicator of 4.29 with the statement that the teacher is serious about taking steps to achieve the target. It is hoped that teachers at MTs. Assa'adah is maintained consistently and continues to be improved by remaining enthusiastic and diligent in developing steps to achieve targets in teaching, such as preparing a plan for teaching materials before carrying out activities so that activities can be more structured and targeted. Meanwhile, the lowest mean indicator of the emotional intelligence variable is the empathy indicator of 3.91 with the statement that teachers are sensitive to other people's feelings. So it is hoped that MTs teachers. Assa'adah increases sensitivity towards other people by having ways to respond to emotions such as helping in solving problems in the surrounding environment in order to help harmonize the organizational structure.

The relationship between emotional intelligence and teacher affective commitment is supported by research It was found that the teacher's affective commitment was influenced by the teacher's emotional intelligence. The research results reveal that when emotional intelligence is high, the teacher's commitment is also high. Teachers who have high emotional intelligence will make the teacher permanent and loyal to the agency where they work, because with good emotional control the teacher can be responsive to conditions that occur around him so that the teacher will feel emotionally attached to the agency. The results of this study also agree with research which suggests that teachers' affective commitment is influenced by emotional intelligence.

Intellectual Intelligence (X2) on Affective Commitment (Y)

The hypothesis of the influence between Intellectual Intelligence (X2) on Affective Commitment (Y) results in an original sample value of 0.394 with a positive value below zero, T statistic 3.917 and a t statistic value above the t table ($t_{stat} < 1.960$) and P-values of 0.000. the value is below 0.05 so it is stated that Intellectual Intelligence (X2) has a positive and significant influence on Affective Commitment (Y), meaning that the better the Intellectual Intelligence (X2) will have a significant influence on the better the Affective Commitment (Y). These results indicate that the hypothesis is accepted.

Respondent results for the Intellectual Intelligence Variable (X2) obtained a total mean of 4.24, meaning intellectual intelligence at MTs. Assa'adah is considered good. Then the highest mean indicator of the intellectual intelligence variable is the verbal intelligence indicator of 4.29 with the statement that the teacher has been provided with training. It is hoped that teachers at MTs. Assa'adah continues to maintain consistency and continues to improve by increasing literacy from various sources so that teachers can hone their verbal skills. Meanwhile, the lowest mean indicator of the intellectual intelligence variable is the logical intelligence indicator of 4.17 with the statement that teachers can process mathematical information to solve problems. So it is hoped that teachers at MTs. Assa'adah can improve in terms of processing mathematical information, such as thinking about something correctly by analyzing existing things and then arranging them procedurally so that existing problems can be solved correctly. This intellectual intelligence can lead to high affective commitment, it can be seen that they can feel problems in the organization as if they were their own problems.

Research results that agree are presented shows that the teacher's affective commitment is influenced by the teacher's intellectual intelligence. Increasing Intellectual Intelligence can analyze needs and provide positive results for Affective Commitment. The results of other research agree with which states that teachers' affective commitment is influenced by intellectual intelligence.

Emotional Intelligence (X1) on Job Satisfaction (Z)

The hypothesis of the impact between Emotional Intelligence (X1) on Job Satisfaction (Z) obtained an Original value of 0.406 which is positive because it is above zero and below one, the t statistic value is 5.214 above the t table ($t_{stat} > 1.960$) and the P-values are 0.000 below 0, 05 so that it is stated that job satisfaction is influenced by emotional intelligence, so the better the Emotional Intelligence (X1) will have a significant effect on the better the Job Satisfaction (Z). These results indicate that the hypothesis is accepted.

Respondent Results: The job satisfaction variable obtained a total mean of 4.17, meaning that job satisfaction at MTs Assa'adah is classified as good. then the highest mean indicator of the job satisfaction variable is the satisfaction indicator with salary of 4.33 with the statement that teachers receive sufficient salary. It is hoped that the principal at MTs. Assa'adah maintains consistency, such as providing salaries that are appropriate to teachers' work, and is expected to increase this by providing rewards to teachers who excel so that teacher satisfaction becomes higher. Meanwhile, the lowest mean indicator of the job satisfaction variable is the satisfaction indicator for co-workers of 3.95 with the statement that teachers provide support for co-workers. So it is hoped that MTs teachers. Assa'adah increases togetherness by mutually supporting colleagues so that the balance of teaching activities can run smoothly and can increase job satisfaction for teachers.

Research result shows a path analysis of emotional intelligence on job satisfaction, which means that the emotional intelligence variable has an impact on job satisfaction. This shows that when emotional intelligence is high, teacher job satisfaction is also better.

Intellectual Intelligence (X2) on Job Satisfaction (Z)

The hypothesis of the influence of Intellectual Intelligence (X2) on Job Satisfaction (Z) is that the original sample value of 0.541 is positive because the value is above zero and below one, T statistic 7.087. These results show that the t statistical value is more than the t table ($t_{stat} > 1.960$) and the P-Values is 0.000, the value is below 0.05, so it is stated that Intellectual Intelligence (X2) has a positive and significant influence on Job Satisfaction (Z), the better the Intelligence Intellectual (X2) will have a significant influence on better Job Satisfaction (Z). This hypothesis can be said to be accepted.

The results of the Respondents for the Intellectual Intelligence Variable (X2) above, obtained a total average of 4.24 with the criteria of strongly agreeing, while the mean for each indicator was divided into the lowest average, namely 4.11 with the criteria of agreeing that teachers can process mathematical information. to solve the problem. Meanwhile, the highest average was 4.37 with the criterion of strongly agreeing that teachers have been provided with training

Intellectual Intelligence at MTs. Assa'adah is good but needs to get more attention, which of course as a more creative teacher must be able to develop every piece of information into a solution to the problems faced both personally and for the surrounding environment so that it can create a sense of comfort.

The results of this study are in line with research for intellectual intelligence on job satisfaction states that job satisfaction is influenced by intellectual intelligence. Meanwhile, the results of research that are contrary to this research are by that job satisfaction is not influenced by intellectual intelligence. The level of education possessed by a teacher is not one of the factors that determines job satisfaction.

Job Satisfaction (Z) Against Affective Commitment (Y)

The hypothesis of the influence between Job Satisfaction (Z) on Affective Commitment (Y) was obtained by the original sample result of 0.321 which is positive because the value is above zero and below one, T statistic 3.344. These results show that the t statistic value is above the t table ($t_{stat} < 1.960$) and the P-Values are 0.001, less than 0.05. So it is said that affective commitment (Y) is influenced by teacher job satisfaction. So the better Job Satisfaction (Z) will have a significant influence on the better Affective Commitment (Y). These results indicate that the hypothesis is accepted.

Respondent results Job Satisfaction Variable (Z) based on table 4.7 data. above, it was found that the respondents' results for the Affective Commitment Variable (Y) obtained a total mean result of 4.32, with the criteria Strongly agree, while the mean for each indicator was divided into the lowest average, namely 4.19 with the criterion of agreeing that teachers carry out teacher duties responsibly. Meanwhile, the highest average is 4.43 with the criterion of strongly agreeing that teachers make this school proud to other people.

Job satisfaction at MTs. Assa'adah Bungah has done well by providing salaries to teachers which are routinely given once a month, and the facilities provided to teachers are quite complete, such as a teacher's room, prayer room and hall. Job satisfaction at MTs. It is hoped that Assa'adah can be improved so that it can increase affective commitment to teachers.

The results of this study are in line with research that teacher affective commitment is influenced by job satisfaction. This means that if job satisfaction is high then affective commitment is also high. This can be seen by the presence of superiors who are willing to get suggestions from their subordinates, open up promotional opportunities for each teacher and prioritize common interests, then job satisfaction for teachers can increase.

Research result This provides empirical evidence that teacher commitment is influenced by job satisfaction. This means that if teacher job satisfaction is high, the teacher's affective commitment will also increase.

Emotional Intelligence (X1) on Affective Commitment (Y) Mediated by Job Satisfaction (Z)

Hypothesising the impact of Emotional Intelligence (X1) on Affective Commitment (Y) through Job Satisfaction (Z), the original sample result was 0.130, which is positive because the value is above zero and below one. The t statistic is 3.025 above the t table ($t_{start} > 1.960$) and the P-values are 0.002, less than 0.05, so there is a significant influence. So it is stated that emotional intelligence (X1) has a significant influence on Affective Commitment (Y) through Job Satisfaction (Z).

If you look at the statistical tests, it is found that the original sample of emotional intelligence on teacher affective commitment is worth 0.266 with a t-statistic of 3.248 and a p-value of 0.001, whereas if you use mediation the original sample is worth 0.130 with a t-statistic of 3.025 and a p-value of 0.002. The results can be seen that when using mediation the value obtained is smaller or the influence is less than without using mediation.

Good emotional intelligence is in line with good teacher affective commitment as well. The high emotional intelligence of teachers at MTs Assa'adah is obtained from teachers who are serious about preparing steps to achieve teaching targets. Good teacher affective commitment can be obtained from MTs Assa'adah teachers who are responsible for preparing daily, weekly and monthly learning plans. Good emotional intelligence and good affective commitment of teachers are supported by job satisfaction with the salary given to teachers and supported by adequate facilities.

Emotional intelligence can help teachers manage conflict in a constructive way, so MTs Assa'adah teachers must be able to manage conflict wisely and maintain positive relationships. Most of them have higher job satisfaction, which can help mediate affective commitment to school.

From the results of research by It was found that teachers' affective commitment is influenced by emotional intelligence through job satisfaction. Teachers' high or weak emotional intelligence can be used as a cause of high or low job satisfaction and will affect teachers' affective commitment.

Research carried out that the teacher job satisfaction variable is influenced by emotional intelligence and the results of the path analysis of job satisfaction on teacher affective commitment show that the job satisfaction variable has a positive impact on teacher commitment.

Intellectual Intelligence (X2) on Affective Commitment (Y) as a Mediator of Job Satisfaction (Z)

The hypothesis of the impact of Intellectual Intelligence (X2) on Affective Commitment (Y) through Job Satisfaction (Z) is that the original sample result is 0.173 which is positive because the value is above zero and below one. The T statistic is 2.737 above the table ($t_{start} > 1.960$) and the P-values are 0.006, less than 0.05, so it has an influence. So it is stated that Intellectual Intelligence (X2) has an influence on Affective Commitment (Y) through Job Satisfaction (Z). The better Intellectual Intelligence (X2) will have a significant effect on the better Job Satisfaction (Z). the hypothesis is said to be accepted.

If we look at the statistical tests, it is found that the original sample of intellectual intelligence on teacher affective commitment is worth 0.394 with a t-statistic of 3.917 and a p-value of 0.000, whereas if we use mediation the original sample is worth 0.173 with a t-statistic of 2.737 and a p-value of 0.006. The results can be seen that when using mediation the value obtained is smaller or the influence is less than without using mediation.

Good intellectual intelligence is in line with good teacher affective commitment as well. The high intellectual intelligence of MTs Assa'adah teachers is obtained from the verbal intelligence of teachers who have been provided with training. The good affective commitment of MTs

Assa'adah teachers can be seen from the teachers who are responsible for preparing daily, weekly and monthly learning plans. Good emotional intelligence and good affective commitment of teachers are supported by job satisfaction with the salary given to teachers and supported by adequate facilities.

Intellectual intelligence can increase teachers' understanding regarding teachers' duties and responsibilities in teaching. MTs Assa'adah teachers are expected to have a deep understanding of teaching materials and teaching methods and tend to feel higher satisfaction when they can effectively convey the material to students. This can be the basis for affective commitment to success in providing quality education.

This is supported by Research by that the teacher's affective commitment variable is influenced by job satisfaction. However, research from It was found that job satisfaction was not influenced by intellectual intelligence. When a teacher's intellectual intelligence increases or decreases, this does not affect job satisfaction so that the high and low teacher performance is not influenced by intellectual intelligence. It can be concluded that there are several other causes besides intellectual intelligence that can influence teacher performance indirectly.

Conclusion

Based on the results of the analysis described above, it can be concluded that of the seven hypotheses tested, the results are that all hypotheses have an effect with the following details:

- 1) Emotional Intelligence has a significant positive effect on Teacher Affective Commitment
- 2) Intellectual Intelligence has a significant positive effect on Teacher Affective Commitment
- 3) Emotional Intelligence has a significant positive effect on Job Satisfaction
- 4) Intellectual Intelligence has a significant positive effect on Job Satisfaction
- 5) Job Satisfaction has a significant positive effect on Teacher Affective Commitment
- 6) Emotional Intelligence has a significant positive effect on Teacher Affective Commitment through Job Satisfaction in the partial mediation category.
- 7) Intellectual Intelligence has a significant positive effect on Teacher Affective Commitment through Job Satisfaction in the partial mediation category.

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