

Effect of IT Capabilities, Organizational Support, and Self Awareness Towards Organizational Commitment and Performance of Vocational High School Teachers in Surabaya

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Abstract— The teacher in carrying out teaching and learning activities aims to make students understand the material given even though it is online. This study aims to determine and analyze the effect of the variable IT ability on organizational commitment, IT ability on teacher performance, organizational support on organizational commitment, organizational support on teacher performance, self awareness on organizational commitment, self awareness on teacher performance, and organizational commitment on performance teacher. The sample used is 75 respondents who are Indonesian vocational teachers in Surabaya. Data analysis using PLS (Partial Least Square). The results of the study show that IT skills have a significant effect on organizational commitment, IT skills have no significant effect on teacher performance, organizational support has a significant effect on organizational commitment, organizational support has a significant effect on teacher performance, self-awareness has a significant effect on organizational commitment, self-awareness has a significant effect on performance teachers, and organizational commitment have a significant effect on teacher performance.

Keyword— IT ability, organizational support, self awareness, organizational commitment, and teacher performance.

I. INTRODUCTION

Schools as institutions that have formal organizations, in carrying out their program of activities will be greatly influenced by the people in them. The perpetrators of activities in school organizations are principals, teachers and employees. The teacher is the main actor in achieving the achievement of learning objectives in schools. In achieving the achievement of school goals, teachers are the main component in making schools achieve their goals. The success of schools in achieving their goals is also strongly influenced by the performance of teachers in carrying out their duties so that teacher performance is an important demand for achieving educational success.

Implementation of learning in Year Lessons 2020/2021 future pandemic corona virus disease-19 (COVID-19) in efforts to anticipate the spread of the virus covid-19 and by virtue of a circular mayor of Surabaya No. 360/3324 / 436.8.4 / 2020 dated March 20, 2020 on Increased Alertness Against Coronavirus Disease 19 (Covid-19) in Surabaya and by circulars Education Department Government of East Java Province number: 420/2438 / 101.1 / 2020 dated April 16, 2020, concerning the extension of the implementation of the education policy in the emergency deployment of Covid-19 and observing the development of the spread Covid-19 in the educational unit then all education formal at the bottom under the auspices of the East Java Provincial Education Office, the teaching and learning process in schools applies learning from home (BDR) activities.

Vocational high schools are institutions that provide formal education that are expected to improve and develop the capabilities of human resources owned by the Indonesian nation . Society has expectations to CMS when entering their children in order to provide value -added both in the development of

knowledge, skills and attitudes that are owned by every person who sits on the bench vocational school. In order for the quality of education in vocational schools to run optimally, good teacher performance is needed in the online learning process during the pandemic.

Teachers in the process of learning holds a role that is very important. The role of the teacher is not able to be replaced and taken over by anything else. This is caused by human elements that can not be replaced by other elements . Teachers become a figure and a role model , modeled by students and the community at large. Guru is like the captain of a ship who directs going to where the ship will sail to the destination that is expected. Likewise in education. Teachers have a role that is very important in improving the quality of education in order to achieve national education goals (Marlina, 2019). During the pandemic, the workload of teachers has increased, especially in administration, so many teachers are late in submitting daily teaching and learning reports.

The decline in the level of collection of reports on daily teaching assignments for teachers during the subsequent pandemic due to the lack of adequate school facilities and supporting the online teaching and learning process, such as an internet network that is less stable, and schools also do not have a premium zoom account as part of the school's support for teachers, so that the online teaching and learning process between teachers and students becomes less than optimal.

In the current pandemic, teachers find it difficult to carry out the online teaching and learning process, teachers also need adaptation in using information technology such as zoom, google meet, and so on, and daily report administration must also be done, so often teachers stare at computer screens or laptops making eyes get tired quickly, plus the network is less

stable in schools which makes teachers have to be able to learn more to understand information technology and adapt.

Information technology in the modern era is now growing so that one's ability, especially for a teacher, is required to be able to learn more and adapt to the sophistication of information technology, especially during a pandemic. A teacher must also comply with commitments in his organization, namely at school. A teacher has a great duty and responsibility in helping to educate the nation's next generation and of course must also comply with regulations in the workplace, namely schools (Warsita, 2016).

In becoming a teacher, one must have self-awareness that he is a teacher who has the duty and responsibility to teach and guide his students to become useful and useful people in the future. Self-awareness is the process of recognizing our motivations, preferences, and personality and then realizing the influence of these factors on our judgments, decisions and interactions with others. A teacher must have a patient spirit because educating also requires patience and sincerity, and still has to carry out school administration such as daily absences from teaching and learning, filling in student grades, and so on in order to create a comfortable school to work in.

Organizational commitment is an important aspect that needs attention from educational institutions because it has a relationship with the performance of educators. Someone who has high organizational commitment will assume that personal goals and organizational goals are personal things, so they need to be fought for (Ivancevich, et al. 2011).

Based on the description above, it can be seen that there are many factors that affect teacher performance. This study only reveals the effect of IT skills, organizational support, and self-awareness on organizational commitment and performance of Indonesian language teachers in Surabaya.

Formulation of The Problem

1. Does IT ability affect the organizational commitment of SMK teachers in Surabaya?
2. Does IT ability affect the performance of SMK teachers in Surabaya?
3. Does organizational support affect the organizational commitment of SMK teachers in Surabaya?
4. Does organizational support affect the performance of SMK teachers in Surabaya?
5. Does self awareness affect the organizational commitment of SMK teachers in Surabaya?
6. Does self awareness affect the performance of SMK teachers in Surabaya?
7. Does organizational commitment affect the performance of SMK teachers in Surabaya?

Research Purposes

Based on the background and formulation of the problem that has been described as follows:

1. To find out and analyze the influence of IT skills on the organizational commitment of SMK teachers in Surabaya.
2. To find out and analyze the influence of IT skills on the performance of SMK teachers in Surabaya.

3. To find out and analyze the effect of organizational support on the organizational commitment of SMK teachers in Surabaya.
4. To find out and analyze the effect of organizational support on the performance of SMK teachers in Surabaya.
5. To find out and analyze the effect of self awareness on the organizational commitment of SMK teachers in Surabaya.
6. To find out and analyze the effect of self awareness on the performance of SMK teachers in Surabaya.
7. To find out and analyze organizational commitment to the performance of SMK teachers in Surabaya.

II. PREVIOUS RESEARCH

1. Bonita Destiana and Soenarto (2014).

This study aims to determine: (1) the influence of social factors on the use of ICT; (2) the effect of ease of use on the use of ICT; (3) the effect of task suitability on the use of ICT; (4) the effect of expected outcomes on the use of ICT; and (5) the effect of using ICT on teacher performance. This research is an ex-post facto research, carried out in four vocational schools that have implemented the 2013 Curriculum in Gunungkidul Regency. The sampling technique is proportional random sampling. Determination of the number of samples using Krejcie and Morgan tables, for a population of 377, a sample of 191 teachers was taken. The validity of the instrument is known based on expert judgment and item analysis. Reliability is known by calculating the Cronbach Alpha coefficient. Data analysis technique with Partial Least Square (PLS). The results of the study show that: (1) social factors influence the use of ICT; (2) ease of use affects the use of ICT; (3) task suitability affects the use of ICT; (4) the expected results have no effect on the use of ICT; and (5) the use of ICT has an effect on teacher performance.

2. Harry Susanto (2012).

This study aims to reveal: (1) the effect of teacher competence and principal leadership on the work motivation of vocational school teachers in Hulu Sungai Selatan Regency, South Kalimantan, both individually and collectively, (2) the influence of teacher competence, principal leadership, and teacher work motivation on the performance of SMK teachers in Hulu Sungai Selatan Regency, South Kalimantan, both individually and collectively, and directly or indirectly. The results showed that there was a positive and significant influence: (1) teacher competence and principal leadership on the work motivation of SMK teachers in Hulu Sungai Selatan Regency, South Kalimantan, both individually and together with a significance level of 0.038; 0.045; and 0.001. (2) teacher competence, principal leadership, and teacher work motivation on the performance of SMK teachers in Hulu Sungai Selatan Regency, South Kalimantan, both individually and together, and directly or indirectly the significance level is 0.036; 0.003; 0.036; 0.000; (0.038 and 0.036); (0.045 and 0.036).

3. AAAnwar Prabu Mangkunegara and Mela Puspitasari (2012).

This study aims to explain the effect of teacher emotional intelligence and work stress on teacher performance. The

method of testing the validity of the instrument uses the product moment correlation approach with the provisions of the validity of the instrument if the $r_{count} > r_{table}$ value. The instrument reliability test method uses the Cronbach Alpha correlation formula, provided that the Cronbach Alpha value is > 0.6 . The sampling technique used was a cluster technique with purposive sampling. The results showed that emotional intelligence affects teacher performance, work stress does not affect teacher performance, but simultaneously (together) emotional intelligence and work stress affect teacher performance.

4. S. Dody (2016).

This study aims to determine the role of self-awareness to mediate the effects of school supervisors' academic supervision and principal's managerial skills on teacher competence. The research method used is quantitative research with path analysis. Samples were taken using proportional random sampling as many as 198 respondents from 452 people who became the teacher population. The results of path analysis with AMOS found that the direct influence of school supervisors' academic supervision significantly on teacher competence and self-awareness was 0.154 and 0.174, respectively. The direct influence of the principal's managerial capacity is not significant on teacher competence. The hypothesis of a significant effect of principal managerial skills on teacher self-awareness with a coefficient value of 0.289. Similarly, the effect of the self-awareness hypothesis is significant on teacher competence with a coefficient of 0.591. Self-awareness as an intervening variable is proven to be able to mediate a significant influence relationship between exogenous variables on endogenous variables as shown by the results of the Sobel test.

5. Nurhattati Fuad (2017).

This study aims to evaluate the effect of teacher certification on improving the performance of PAI teachers in SMP and MTs in 23 districts/cities spread over 14 provinces. This research was conducted for 3 (three) months. This research is evaluative research. The results showed that: (1) PAI and Arabic teacher certification in MTs and PAI teachers in junior high schools had run according to the existing guidelines. (2) PAI Cluster Teacher Performance and Guidance Language in MTs and PAI certified junior high school teachers almost meet the standards, but there are still weaknesses in using IT in learning and seeking enrichment materials from cyberspace. (3) Teacher certification has an effect on teacher performance. (4) There are several factors that affect teacher performance, both from internal and external aspects..

III. THEORETICAL BASIS

Information Technology Capability

Ability is a current assessment of what a person can do. According to Hasibuan (2010), ability is the ability to determine and or implement a system in resource utilization.

According to Bambang Warsita (2014) information technology is the means and infrastructure (hardware, software, useware) systems and methods for obtaining, transmitting, processing, interpreting, storing, organizing, and using data meaningfully.

The purpose of Information Technology is to solve a problem, open up creativity, increase effectiveness and efficiency in doing work. So it can be said that because of the need for problem solving, opening up human creativity and efficiency in doing work, being the cause or reference for the creation of information technology. With the information technology makes human work easier and more efficient.

According to Rahmawati (2018) the measurement of the use of information technology includes four things, namely: 1) Using a computer, 2) Designing learning using web applications, 3) Skills in applying mobile phones (gadgets), 4) using learning media.

Organizational Support

Robert Kreitner (2009) says organizational support is needed to help individuals feel comfortable about giving and receiving useful knowledge on tasks as requested.

The organizational support felt by employees will be able to improve their performance, this is in accordance with the results of research (Mursidta, 2017) which states that the perception of organizational support has a significant positive effect on employee performance.

Indicators of organizational support according to Eisenberger et al. (1986:502) are as follows: 1) Awards; the company provides awards / rewards for the achievement of employee work. 2) Development; The company pays attention to abilities and provides promotion opportunities for employees. 3) Working conditions; regarding the physical and non-physical work environment. 4) Employee welfare; The company cares about the welfare of employees' lives.

Self Awareness

Sunny (2009) states that self-awareness is the process of recognizing our motivations, preferences and personality and then realizing the influence of these factors on our judgments, decisions and interactions with others. Self-awareness is the basis of emotional intelligence, which is the ability to monitor feelings over time.

The teacher's self-awareness will grow, the teacher will understand why he feels what he feels in himself and does what he does. That understanding will help to change the things you want to change and shape a life according to your own wishes. The teacher cannot accept and change himself, without knowing himself. The ability to recognize oneself for the teacher, is focused on seeing himself as a teacher and seeing his relationship with students, the classroom environment, and the school. This is useful so that the teacher can determine what to do in the classroom during the process of teaching and learning activities and interactions with the school environment.

Self-awareness indicators based on Daniel Goleman's description of self-awareness abilities include:

1. Recognize your own feelings and behavior. Individuals are able to recognize what feelings they are feeling, why those feelings arise, what behavior is carried out, and the impact on others.
2. Recognize your own strengths and weaknesses. Individuals are able to recognize or identify their strengths and weaknesses.

3. Have an independent attitude. Individuals have an independent attitude or do not depend on others which shows an encouragement or motivation to do something based on belief in their own abilities.
4. Can make the right decisions. Individuals are able to make or make appropriate decisions, especially with regard to career planning.
5. Skilled in expressing thoughts, feelings, opinions, and beliefs. Individuals have the courage and awareness to express their own thoughts, feelings, opinions, and beliefs that reflect their own values.
6. Can self-evaluate. Individuals are able to examine, evaluate or correct themselves, learn from experience, and receive feedback regarding themselves from others.

Organizational Commitment

Porter and Mowdat et al. (in Kuntjoro, 2002) define organizational commitment as the relative strength of individuals in identifying their involvement in the organization. This can be characterized by three things, namely; acceptance of the values and goals of the organization and the desire to maintain membership in the organization (becoming part of the organization).

Commitment to the organization does not just happen, but through a fairly long and gradual process. Commitment to the organization is also determined by a number of factors.

According to Steers (in Sopiah, 2008) states three factors that influence the commitment of an employee, among others: 1) Personal characteristics of workers including their tenure in the organization and variations in the needs and desires of each employee. 2) Job characteristics, such as task identity and opportunities to interact with co-workers. 3) Work experience, such as past reliability of the organization and the way other workers express and talk about their feelings about the organization.

Lincoln and Bashaw (in Sopiah, 2008) suggest that organizational commitment has three indicators, namely:

1. The willingness of employees,
2. Employee loyalty, and
3. The pride of employees in the organization.

Teacher Performance

Wagiran in the Journal of Educational Evaluation of Education Year 17 Number 1 (2013: 155) defines teacher performance as the result achieved by the teacher in carrying out the tasks assigned to him based on skills, experience and sincerity and time with the resulting output reflected of both quantity and quality.

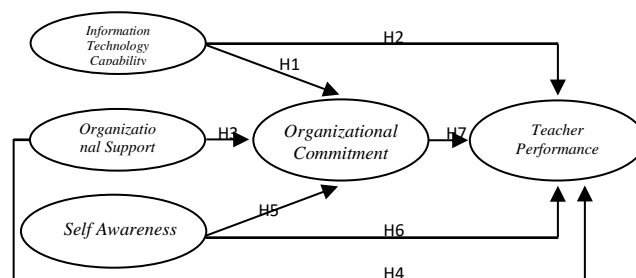
An assessment certainly has many benefits, one of which is that it can be used as a tool in decision making. Sulistiyani and Rosidah in Jasmani (2013: 161) state in detail the benefits of performance appraisal are: 1) Competence adjustments; 2) Performance improvements; 3) Training and development needs; 4) Decision making in terms of placement of promotions, transfers, dismissals, dismissals, and manpower planning; 5) For the purposes of personnel research; 6) Help diagnose employee design errors.

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007

concerning Academic Qualification Standards and Teacher Competencies in the Directorate of Education Personnel of the Ministry of National Education (2008: 4-7) explains that Teacher Competency Standards are developed as a whole which are integrated in teacher performance, including:

1. Pedagogic Competence
2. Personal Competence
3. Social Competence
4. Professional Competence

IV. CONCEPTUAL FRAMEWORK AND HYPOTHESES



Based on the conceptual framework above, the hypothesis in this study is:

- H1. IT skills have a significant effect on the organizational commitment of vocational school teachers in Surabaya.
- H2. IT skills have a significant effect on the performance of vocational school teachers in Surabaya.
- H3. Organizational support has a significant effect on the organizational commitment of SMK teachers in Surabaya.
- H4. Organizational support has a significant effect on the performance of SMK teachers in Surabaya.
- H5. Self Awareness has a significant effect on the organizational commitment of SMK teachers in Surabaya.
- H6. Self Awareness has a significant effect on the performance of SMK teachers in Surabaya
- H7. Organizational commitment has a significant effect on the performance of SMK teachers in Surabaya.

Population

The population consists of objects/subjects that have certain qualities and characteristics set by the researcher to be studied and then draw conclusions (Sugiyono, 2017:80). The population studied in this study were Indonesian SMK teachers who teach in Surabaya.

Sample

Saturated sample Participants or samples are part of the population (Sugiyono, 2015). The sample in this study used all Indonesian teachers who teach at the vocational high school level in Surabaya as many as 75 people.

Data Source

In this study using a quantitative method that refers to using primary data from a questionnaire distributed by the researcher himself via google form to the respondents of Indonesian SMK teachers who teach in Surabaya.

V. METHOD OF COLLECTING DATA

The method used to research is a survey method which is a method of using a questionnaire as a data collection tool. Questionnaires were distributed to respondents according to the characteristics of the samples described previously. After filling out the questionnaire, it will be selected. Only data from the questionnaire that has actually been filled out completely and in accordance with the filling instructions will be processed further. Then tabulate the results of the respondents' research and test the research model using the PLS (Partial Least Structural) statistical program .

The data collection technique is done by giving a set of questions or a written statement using a google form to the respondent to answer. The questionnaire that will be used in this study has two parts, namely: the first part contains questions to obtain general information about the identity of the respondent which is useful for determining the suitability of the respondent's characteristics with the sample criteria. The scale used in the questionnaire is a Likert scale, where the score ranges for each statement item with an interval of 1-5.

VI. ANALYSIS AND DISCUSSION

Classification according to gender that male sex dominates 41 respondents (54.7%) and female as many as 34 respondents or (45.3%). The age of respondents was dominated by 31-40 years or (53.3%), while the age of 20-30 years was 25.3%, and age >40 years was 21.3%. Education level of respondents as much as 93.3% have a bachelor's degree. Respondents who have a working period of > 10 years are 42.7%, while respondents from private school institutions are 61.3%.

Instrument Validity Test

The validity test was conducted to determine the extent to which the statement items could measure each of the variables studied.

In calculating convergent validity, it shows that all variables have a loading factor with a value above the recommended value of 0.5. The smallest value is 0.811 owned by X1.4 indicator while the largest is 0.999 owned by Z3. This proves that all indicators used in this study are valid or have met convergent validity .

Instrument Reliability Test

Reliability test is used to determine the reliability (consistency) of the instrument (measuring instrument) in the form of a questionnaire. This reliability test was carried out using the *cronbach's alpha* technique with the provision that the questionnaire was declared reliable if the measurement of a variable had a cronbach's alpha value 0.60 (Malhotra in Solimun, 2002:71)

Cronbach's Alpha value

Variable	Cronbach's Alpha	Critical Value	Note
X ₁	0.921	≥ 0,60	Reliable
X ₂	0.892	≥ 0,60	Reliable
X ₃	0.943	≥ 0,60	Reliable
Z	0.927	≥ 0,60	Reliable
Y	0.898	≥ 0,60	Reliable

Cronbach's alpha value for all research variables has a value greater than 0.60 so it can be concluded that the preparation of questionnaire statement items on IT ability, organizational support, self awareness, organizational commitment and teacher performance can be stated as reliable and trustworthy as a measuring tool that produces consistent answer.

Discriminant Validity

The method to see discriminant validity is to look at the value of the square root of average variance extracted (AVE). The recommended value is above 0.5.

AVE value and AVE root

	Average Variance Extracted (AVE)	Root Average Variance Extracted (AVE)
X1	0.810	0.900
X2	0.756	0.869
X3	0.780	0.883
Y	0.765	0.875
Z	0.875	0.935

Based on the table above, all constructs have an AVE (average variance extracted) value above 0.5; Likewise, the square root value of AVE gets a value of more than 0.5 so that it meets good validity test standards

The reliability test can be measured by looking at the composite reliability value. Hair et al (2014) stated that composite reliability measures the real value of the reliability of a construct. It is also mentioned that to be said to be a reliable construct, the applicable rule of thumb is > 0.7 for the composite reliability value .

Composite Reliability Value

	Composite Reliability
Duk_Or	0.925
K_IT	0.944
Performance	0.929
Kom_Org	0.954
Self_Aw	0.955

The table above shows that the composite reliability value for all constructs is above 0.7 which indicates that all constructs in the estimated model meet the composite reliability criteria. The lowest composite reliability value is 0.925 in the Organizational Support construct.

Inner Model Evaluation

After the estimated model meets the Outer Model criteria, the next step is to test the structural model (Inner model). Here is the value of R- Square on the construct:

Nilai R Square

	R Square	R Square Adjusted
Performance	0.461	0.430
Kom_Org	0.605	0.588

The table above gives a value of 0.605 for the Organizational Commitment construct, which means that IT Capabilities, Organizational Support, and Self-awareness are able to explain changes in the value of the Organizational Commitment variable of 60.5%. Furthermore, the value of

0.461 for the Teacher Performance construct means that IT Ability, Organizational Support, Self Awareness, and Organizational Commitment are able to explain the variance of Teacher Performance by 46.1%.

Hypothesis test

Exogenous variables on endogenous variables if T-statistics T-table (1.96) it is stated that there is a significant effect of exogenous variables on endogenous variables, namely:

- 1 The influence of IT Capabilities on Organizational Commitment is 0.278, meaning that IT Capabilities have a positive and significant impact on Organizational Commitment.
- 2 The influence of IT ability on teacher performance is 0.137, meaning that IT ability has no significant effect on teacher performance.
- 3 The effect of Organizational Support on Organizational Commitment is 0.347, meaning that Organizational Support has a significant effect on Organizational Commitment.
- 4 The effect of Organizational Support on Teacher Performance is 0.219, meaning that Organizational Support has a significant effect on Teacher Performance.
- 5 The effect of Self Awareness on Organizational Commitment is 0.476, meaning that Self Awareness has a significant effect on Organizational Commitment.
- 6 The effect of Self Awareness on Teacher Performance is 0.219, meaning that Self Awareness has a significant effect on Teacher Performance.
- 7 The effect of Organizational Commitment on Teacher Performance is 0.315, meaning that Organizational Commitment has a significant effect on Teacher Performance.

VII. CONCLUSIONS AND SUGGESTIONS

Based on the problem formulation and research results, it can be concluded as follows:

1. IT capability has a positive and significant effect on Organizational Commitment. This means that the higher the IT Capabilities, the higher the Organizational Commitment.
2. IT ability has a positive but not significant effect on teacher performance. That is, the higher the IT ability, the higher the teacher's performance, but the increase is not significant.
3. Organizational Support has a positive and significant effect on Organizational Commitment. This means that the higher the Organizational Support, the higher the Organizational Commitment.
4. Organizational support has a positive and significant effect on teacher performance. This means that the higher the Organizational Support, the higher the Teacher's Performance will be.
5. Self Awareness has a positive and significant effect on Organizational Commitment. This means that the higher the Self Awareness, the higher the Organizational Commitment.
6. Self Awareness has a positive and significant effect on Teacher Performance. That is, the higher the Self Awareness, the higher the teacher's performance.

7. Organizational Commitment has a positive and significant effect on Teacher Performance. This means that the higher the Organizational Commitment, the higher the teacher's performance.

Suggestion

Based on the conclusions that have been drawn from the results of the study, there are several suggestions that can be taken into consideration in an effort to improve the performance of investigators:

1. Principals, need to provide support to teachers with training, and provide motivation in the hope that teachers are able to manage themselves in order to achieve goals that have been determined by the organization.
2. Principals, need to re-increase organizational commitment by encouraging teachers. With the hope that the higher the organizational commitment felt by the teacher, it will improve the performance of the teacher in carrying out teaching and learning activities.
3. Every teacher should maximize the use of information technology in the process of teaching and learning activities, and continue to learn to improve skills in mastering information technology, so that they can use learning media optimally.

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