

**KONTRIBUSI KECERDASAN EMOSIONAL DAN MOTIVASI KERJA
TERHADAP KOMITMEN KERJA GURU DI SD GUGUS VII
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Oleh

Ni Made Ita Oktaviani, NIM 1711031055

Prodi Pendidikan Guru Sekolah Dasar

ABSTRAK

Kecerdasan emosional dan motivasi kerja merupakan faktor penyebab yang ikut mempengaruhi komitmen kerja guru. Tujuan penelitian ini untuk mengetahui (1) besaran kontribusi kecerdasan emosional terhadap komitmen kerja, (2) besaran kontribusi motivasi kerja terhadap komitmen kerja dan (3) besaran kontribusi kecerdasan emosional dan motivasi kerja terhadap komitmen kerja. Jenis penelitian yang digunakan yaitu *ex post facto* dengan jumlah populasi 48 guru PNS. Pengambilan sampel ditentukan dengan teknik *sampling* total. Data penelitian dikumpulkan dengan menyebarkan kuesioner yang selanjutnya dianalisis menggunakan analisis regresi linier sederhana dan analisis regresi linier berganda. Hasil penelitian yang menunjukkan bahwa (1) terdapat kontribusi yang signifikan kecerdasan emosional terhadap komitmen kerja dengan koefisien determinasi sebesar 27,24%, (2) terdapat kontribusi yang signifikan motivasi terhadap komitmen kerja dengan koefisien determinasi sebesar 27,45% dan (3) terdapat kontribusi yang signifikan secara bersama-sama kecerdasan emosional dan motivasi kerja terhadap komitmen kerja dengan koefisien determinasi sebesar 30,14%. Dengan demikian dapat disimpulkan bahwa kecerdasan emosional dan motivasi kerja memberikan kontribusi yang positif terhadap komitmen kerja guru.

Kata kunci: Kecerdasan emosional, Motivasi kerja, Komitmen kerja

ABSTRACT

The emotional intelligence and work motivation are causal factors that influence teacher work commitment. The aims of this study are (1) to determine the amount of contribution in emotional intelligence to work commitment, (2) to determine the amount of contribution in work motivation to work commitment and (3) to determine the amount of contribution in emotional intelligence and work motivation to work commitment. This type of research is ex-post facto with a total population of 48 civil servant teachers. The sampling is determined by total sampling technique. The data of the research is collected by distributing questionnaires then analyzed by using simple linear regression analysis and multiple linear regression analysis. The results showed that (1) there is a significant contribution of emotional intelligence to work commitment with a determination coefficient of 27.24%, (2) there is a significant contribution of motivation to work commitment with a determination coefficient of 27.45% and (3) there is a significant contribution of emotional intelligence and work motivation to work commitment with a determination coefficient of 30.14%. Therefore, it can be concluded that emotional intelligence and work motivation make a positive contribution to teacher work commitment.

Keyword : Emotional intelligence, Work motivation, Work commitment



ABSTRACT

Changes in the face-to-face learning system into an online learning system that occurred suddenly because of the Covid-19 pandemic that hit Indonesia. The fluency of the online learning process is influenced by various factors that can both support and obstruct the smooth running of online learning. Based on these findings, this study was conducted to determine the supporting and inhibiting factors of online learning and how much these factors affect online learning. The research design used a descriptive research design. The number of samples is 79 people from a total population of 99 people. The data collection method in this study used a non-test method by distributing closed questionnaires. The data analysis method used percentage and mean (average). Based on data analysis, it was found that the supporting factors for online learning were 77.27% with high criteria while the inhibiting factors were 64.01% with high criteria. It can be concluded that the supporting and inhibiting factors of online learning are at high criteria. The supporting factors for teachers in online learning are adequate infrastructure, teacher readiness in planning the online learning process, teacher proficiency in the use of technology and communication between teachers and parents, while the inhibiting factor for online learning for teachers is the difficulty of teachers in delivering material and interactions between teachers and students are difficult to implement.

Keyword: *Supporting factors, Inhibiting factors, Online learning*

