

# The Effect of School Climate And Emotional Intelligence On Teacher Performance Through Work Motivation At Daarul Muttaqien Junior High School Surabaya

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**Abstract** This study aims to determine the effect of school climate and emotional intelligence on teacher performance through work motivation as an intervening variable at Daarul Muttaqien Junior High School, Surabaya. This study is an explanatory research type with a quantitative approach. Respondents in this study were teachers who actively teach at Daarul Muttaqien Junior High School, Surabaya. as many as 39 teachers. The analysis test used was the *structural equation model* (SEM) analysis test. The results of the study showed that (1) school climate directly influenced teacher performance (t-statistic value of 2.379), (2) emotional intelligence directly influenced teacher performance (t-statistic value of 2.694), (3) school climate directly influenced work motivation (t-statistic value of 2.756) (4) emotional intelligence directly influences work motivation (t-statistic value of 3.013). (5) work motivation directly influences teacher performance (t-statistic value of 3.153). (6) school climate indirectly influences teacher performance through work motivation as an intervening variable (t-statistic value of 1.966). (7) emotional intelligence indirectly influences teacher performance through work motivation as an intervening variable (t-statistic value of 2.132). The r square value of the school climate and emotional intelligence variables on teacher performance is 69.4%, and the school climate and emotional intelligence variables on work motivation by 37.4%.

**Keywords:** school climate, emotional intelligence, work motivation, teacher performance

## INTRODUCTION

The tendency for teacher performance to decline is caused by teachers being lazy in developing themselves. (Puspadina, Yusuf, and Nuryanto 2024; Prema Swandewi, Wisna Ariawan, and Gede Erni Sulindawati 2024; Ikhwan et al. 2024) . Teachers are expected to be given the opportunity to improve themselves so that their performance is more skilled and competent, and to know how a more adaptive school climate is in the place of teaching. (Putri, Yanti, and Martha 2024; Langi, Dotulong, and Lumantow 2023; Istiqomah 2024) . Because every school certainly has a different climate. It is also important to recognize the level of security and obstacles that exist around the school so that teachers feel calm in carrying out their duties as teachers. Therefore, to achieve this goal, the school environment needs to be considered and made conducive. This is also in line with the views of (Putri, Yanti, and Martha 2024; Istiqomah 2024) which states that an unconducive atmosphere can have a negative impact on the learning process and the challenges of achieving learning objectives can make students feel restless, anxious, frustrated and bored.

Likewise, a conducive school climate will easily achieve learning goals and a fun learning process for each student. Based on the results of a survey of the Daarul Muttaqien Junior High School in Surabaya It has been determined that the problem related to the education system is that teacher efficiency is still not optimal in carrying out their duties. Researchers believe the cause is low emotional intelligence and an uncomfortable school climate. (Putri, Yanti, and Martha 2024; Istiqomah 2024) .

One of the important factors that influence the improvement of student learning achievement is the school climate in the classroom. A positive school climate creates a peaceful and conducive environment for students to focus on learning. Factors such as positive relationships between teachers and students, a comfortable classroom

atmosphere, and social support from classmates can influence students' motivation to learn. (Afrilia 2023; Rochimin, Endang Wuryandini, and Ghufon Abdullah 2023; Adilah, Riyadi, and Suwardi 2023) .

The school climate itself includes the nature or characteristics felt in the school work environment, formed from activities carried out consciously or unconsciously, and is considered to influence behavior. In other words, the school climate can be seen as the personality of the organization reviewed by each member. If the relationship between each person in the school develops well, therefore this good climate condition can provide support for the competence of an individual to manage after the work experienced (Mulyati 2023; Suhayat, Suwatno, and Buchdadi 2023; Azizah, Saefumillah, and Fauziah 2023) .

A good school climate will cause teachers to feel happy, comfortable while working, and provide high job satisfaction. On the contrary, if the school climate is bad, therefore an unpleasant working atmosphere and lack of motivation to provide increased teacher performance, including the ability to manage emotional intelligence will increase. (Dewi et al. 2023; Salamah, Masripah, and Tiana Nugraha 2023) . A more participatory school climate that is oriented towards human needs will provide higher levels of performance and job satisfaction. Thus, a school climate that is oriented towards human needs and pays attention to the rights, expectations, and needs of workers will provide high teacher performance satisfaction and prevent symptoms of work stress in teachers. (Islahi and Mukhroji 2023; Sawal Sartono et al. 2023; Ardiansah and Rizana 2023) .

School climate conditions, which include school atmosphere, interpersonal relationships, and learning environment support, are believed to play an important role in shaping teacher performance. (Dini Apriliani 2023; Sri Hartinah, Ghufon Abdullah, and Rosalina Br Ginting 2023) . A positive atmosphere and support provided by the learning environment can create conditions that support the learning process. Emotional intelligence, the ability to recognize and manage emotions effectively, is also considered a relevant factor in the development of teacher performance. Teachers who have good emotional intelligence tend to have strong performance and can cope with challenges better. (Rahmi, Husein, and Rosita 2023; NP Sari and Azizah 2023; Firman and Hamzah 2023) .

In this context, teacher performance is considered as the result of a complex interaction between school climate conditions and emotional intelligence. (Khatimah, Agusdin, and Nurmayanti 2023; Kailola 2023; Annisa, Frendika, and Shakti Firdaus 2023) . A positive school climate can create a foundation for the development of students' emotional intelligence, which in turn can affect their academic performance. However, it should be noted that teacher work motivation is very important for teacher performance. This is because teachers who have a high level of work motivation at school are responsible teachers. In fact, teacher work motivation needs to be given serious attention, because teachers always try to improve students' academic achievement and school achievement. The success of a school is highly dependent on teacher work motivation. Motivated teachers are more effectively involved in school activities and consequently perform better in the workplace. According to (Rarra', Solang, and Sengkey 2024; Tri Nuryani and Djamil 2024; Mutiah and Suryani 2024) , teacher work motivation is positively correlated with teacher performance and is believed to be important for students' academic progress to achieve desired school outcomes.

In addition to external factors, internal factors also play an important role, including the emotional intelligence of teachers. The ability to recognize, understand, and manage emotions is a factor that contributes to the success of teacher performance. (Awaluddin, Musari, and Lubna 2023; Barkah and Hidayat 2023; Rasam 2023) . Emotional intelligence includes a special process of information intelligence that includes the ability to appreciate one's own and others' emotions, and the ability to regulate emotions in order to achieve goals. High emotional intelligence will help an individual to overcome problems well and create optimal working conditions while low emotional intelligence will have a negative impact because an individual cannot make the right decisions and cannot deal with conflicts well. Emotional intelligence works together with overall cognitive skills. The harder the job, the more important emotional intelligence is. If someone cannot control their emotions, it can make them stupid. Without emotional intelligence, a person will not be able to utilize their cognitive abilities to the fullest. People who have emotional intelligence will be able to motivate themselves, can withstand stress, control impulses, not exaggerate pleasure, and maintain their mood so that the burden of stress does not affect their thinking ability.

The above theory is also strengthened by previous research conducted by (Muhtadin, Abdullah, and Noor Miyono 2023; Soleh, Miyono, and Haryati 2023; Utomo 2023; Dachfolfany and Saputra 2023) regarding the influence of school climate, emotional intelligence and work motivation on teacher performance resulting in influential and significant values. However, there is also evidence of research conducted by (Yakin 2024; Devi Delawati et al. 2024) . With the conflicting results from several previous researchers, the author is interested in raising the theme of the influence of school climate and emotional intelligence on teacher performance through work motivation as an intervening variable at Daarul Muttaqien Junior High School, Surabaya. The author focuses on the influence of school climate as exogenous variable 1 (x1) and emotional intelligence as exogenous variable 2 (x2) on teacher performance as an endogenous variable (y), as well as the relationship between these variables and work motivation (z) as an intervening/mediating variable, indirectly influencing each other.

## RESEARCH METHODS

The type of research is Explanatory (*Explanatory research*). (Sugiyono 2019) put forward the purpose of the Explanatory research is to reveal the position between the variables studied and the impact of one variable with the use of other variables. The approach used is Quantitative research. Quantitative research looks at the relationship between variables, looks at theories, and measures these variables using indicators that have been prepared and are most relevant. The design of this research can be seen based on the following image:

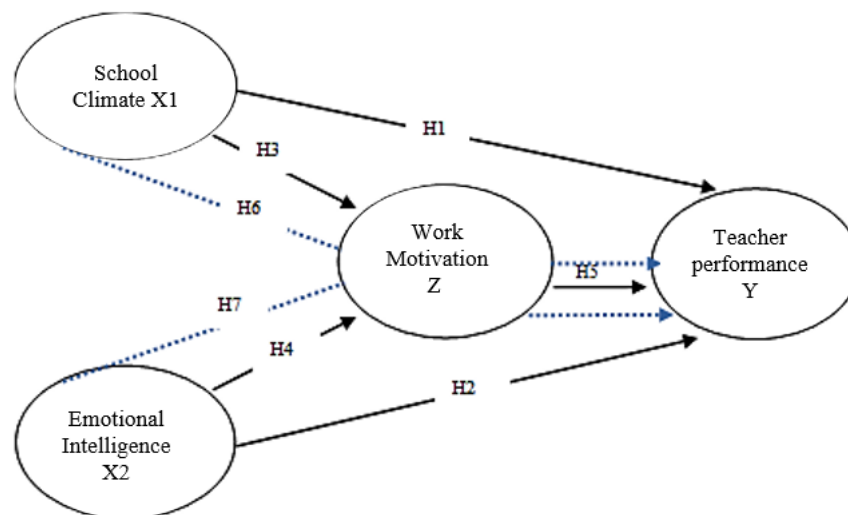


FIGURE 1. Research Design *Path Analysis*

### Information:

- = Latent Variable
- X1 = First Exogenous Variable
- X2 = Second Exogenous Variable
- Z = Intervening Variable
- Y = Endogenous Variable
- = Direct Relationship between Variables
- .....→ = Indirect Between Variables
- H = Hypothesis (Presumption/Temporary Answer)

The research was conducted at Daarul Muttaqien Junior High School, Surabaya. The focus of the research was the teachers who worked at the school, totaling 39 teachers. This study used all available samples, namely 39 subjects and the technique used in this study used the *Nonprobability Sampling technique* with the Census type or what is commonly called Saturated Sampling.

The research data was obtained based on the distribution of questionnaires (primary) and documentation (secondary). This study uses the SEM Partial Least Square (PLS) analysis tool version 3.2.9. The researcher decided to use *Smart PLS* as a tool for data analysis because of its advantages which do not require a lot of samples, and the flow in researching data tends to be simpler and more concise. There are two ways to measure model evaluation in the PLS application called Outer Model and Inner Model testing. This is useful for testing data against the model. Where the outer model contains a construct validity analysis test and a reliability analysis test. While the inner model test contains the R-Square value and Hypothesis Test.

## RESULTS AND DISCUSSION

Researchers obtained research data through two stages, namely distributing questionnaires and collecting documentation data to schools. The questionnaire was distributed to 39 respondents, namely educators at Daarul Muttaqien Junior High School, Surabaya. Based on the distribution of data received, the gender of respondents used in this study was 35.9% or 14 male respondents, while 64.1% or 25 other respondents were female. Thus, the total number of respondents was 39.

In addition to gender, respondents in this study also came from different age groups. Respondents aged 18 to <25 years were 30.8% of the total number of respondents or 12. Age 25 to <30 years was 20.5% or 8 respondents,

30 to <35 years was 17.9% or 7 respondents, while age >35 years was 30.8% or 12 respondents. Thus, the highest frequency of respondents' ages came from ages 18 to <25 years as much as 30.8% and >35 years as much as 30.8%. The length of service of respondents in the study tended to differ. As many as 41% or around 16 respondents had a working period of 1 - <5 years. Furthermore, 23.1% or 9 respondents have a working period of 6 - <10 years, 17.9% or 7 respondents have a working period of 11 - <15 years, 12.8% or 5 respondents have a working period of 16 - <20 years, and the last is 5.1% or 2 respondents have a working period of <20 years.

In the first variable analysis (X1), namely the school climate variable, sourced from statistical data, the average mean of all X1 variable items is 3.11 and the TCR value is 78%. The TCR value can be classified into the high or good value category. The highest mean value is found in item X1.P5 or statement item number 5 with a value of 3.15 in the school climate variable. While the lowest mean is found in X1.P1 with a TCR value of 3.05%.

**TABLE 1.** Descriptive Statistics of School Climate Variables

	SS	S	TS	STS	Total	Score	Mean	TCR	Category
<b>X1.P1</b>	17	10	9	3	39	119	3.05	76.3	High
<b>X1.P2</b>	16	13	8	2	39	121	3.10	77.6	High
<b>X1.P3</b>	2	9	10	18	39	122	3.13	78.2	High
<b>X1.P4</b>	17	11	9	2	39	121	3.10	77.6	High
<b>X1.P5</b>	18	10	10	1	39	123	3.15	78.8	High
<b>Total</b>							<b>3.11</b>	<b>78</b>	<b>High</b>

Source: Data by researchers (2024)

The second variable (X2), namely emotional intelligence based on statistical analysis, produces an average value of the mean for the Emotional Intelligence variable (X2) of 3.45 and the average TCR value is 86%, where this value is included in the very high category. The highest Mean value is found in statement item number 2 (X2.P2) and statement item number 8 (X2.P8) with each value for the statement item being 87%. While the lowest Mean is found in statement item number 4 (X2.P4) with a TCR value of 85%, where this value is included in the Very High category.

**TABLE 2.** Descriptive Statistics of Emotional Intelligence Variables

	SS	S	TS	STS	Total	Score	Mean	TCR	Category
<b>X2.P1</b>	19	19	1	0	39	135	3.46	87	Very high
<b>X2.P2</b>	20	18	1	0	39	136	3.49	87	Very high
<b>X2.P3</b>	19	17	3	0	39	133	3.41	85	Very high
<b>X2.P4</b>	16	22	1	0	39	132	3.38	85	Very high
<b>X2.P5</b>	19	19	1	0	39	135	3.46	87	Very high
<b>X2.P6</b>	19	18	2	0	39	134	3.44	86	Very high
<b>X2.P7</b>	19	19	1	0	39	135	3.46	87	Very high
<b>X2.P8</b>	20	18	1	0	39	136	3.49	87	Very high
<b>X2.P9</b>	20	17	2	0	39	135	3.46	87	Very high
<b>Total</b>							<b>3.45</b>	<b>86</b>	<b>Very high</b>

(Source: Data processed in 2024)

The third variable (Y), namely teacher performance based on statistical analysis, obtained an average value of the Mean item of Teacher Performance Variable (Y) of 3.39 with an average TCR of 82%, where this value can be classified into a very high category. The highest value for each statement item is in item number 8 (Y.P8) with a value of 3.59 and a TCR of 90%. While the lowest value is occupied by item statement number 4 (Y.P4) with a mean of 2.97 and a TCR of 74%, which can be categorized as high.

**TABLE 3.** Descriptive Statistics of Teacher Performance Variables

	SS	S	TS	STS	Total	Score	Mean	TCR	Category
<b>Y.P1</b>	19	9	6	5	39	120	3.08	77	high
<b>Y.P2</b>	15	15	8	1	39	122	3.13	78	high
<b>Y.P3</b>	18	16	4	1	39	129	3.31	83	Very high
<b>Y.P4</b>	16	6	17	0	39	116	2.97	74	high
<b>Y.P5</b>	18	10	9	2	39	122	3.13	78	high
<b>Y.P6</b>	17	17	4	1	39	128	3.28	82	Very high
<b>Y.P7</b>	19	13	7	0	39	129	3.31	83	Very high
<b>Y.P8</b>	25	12	2	0	39	140	3.59	90	Very high
<b>Y.P9</b>	21	18	0	0	39	138	3.54	88	Very high
<b>Y.P10</b>	16	23	0	0	39	133	3.41	85	Very high
<b>Y.P11</b>	20	18	1	0	39	136	3.49	87	Very high

<b>Total</b>	<b>3.39</b>	<b>82</b>	<b>Very high</b>
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(Source: Data Processed in 2024)

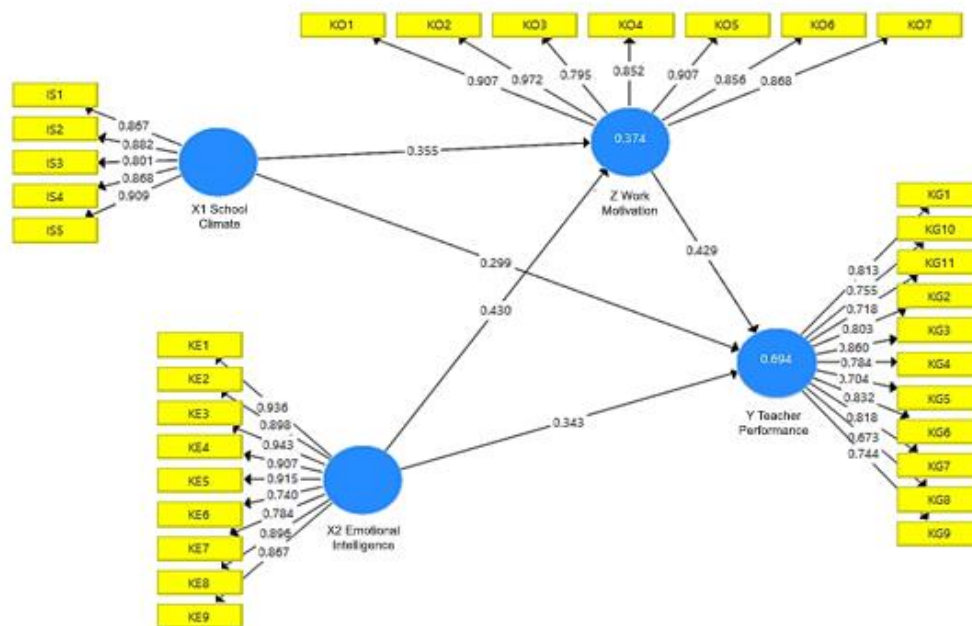
The analysis of the last variable, namely the intervening variable (Z) of work motivation, obtained an average mean value for all statement items of Variable Z of 3.44 with an average TCR of 86.0%. The highest value for the Mean is in statement item number 1 (Z.P1), (Z.P2) Statement Number 2, and Statement Number 5 (Z.P5) with a mean value of 3.51 and a TCR of 87.8%. While the lowest value is in statement item number 7 (Z.P7) with a value of 3.31 and a TCR of 82.7%, where the value is in the very high category.

**TABLE 4.** Descriptive Statistics of Work Motivation Variables

	SS	S	TS	STS	Total	Score	Mean	TCR	Category
<b>Z.P1</b>	20	19	0	0	39	137	3.51	87.8	Very high
<b>Z.P2</b>	20	19	0	0	39	137	3.51	87.8	Very high
<b>Z.P3</b>	20	17	2	0	39	135	3.46	86.5	Very high
<b>Z.P4</b>	0	0	24	15	39	132	3.38	84.6	Very high
<b>Z.P5</b>	0	0	19	20	39	137	3.51	87.8	Very high
<b>Z.P6</b>	17	20	2	0	39	132	3.38	84.6	Very high
<b>Z.P7</b>	18	15	6	0	39	129	3.31	82.7	Very high
<b>Total</b>							<b>3.44</b>	<b>86.0</b>	<b>Very high</b>

(Source: Data Processed in 2024)

This study uses *the Structural Equation Model* in finding answers to the formulation of the problem related to the Influence of School Climate and Emotional Intelligence on Teacher Performance through work motivation at Daarul Muttaqien Junior High School, Surabaya. Described according to the following path diagram:



**FIGURE 2.** Research Path Diagram

Through convergent validity and reliability tests, all variables have values above 0.7 (Haryono 2016) so that it can be stated that the analysis data is valid and reliable to be used as research material. Furthermore, in the determination test or *R-Square* which is carried out to determine the relationship between constructs, the significance value of *R-Square* can be used to assess the influence of certain independent variables on the dependent variable to get results.

Teacher Performance variable is 0.694. As an interpretation that, the magnitude of the influence of the variables of School Climate and Emotional Intelligence on Teacher Performance is 69.4%, while the remaining 30.6% is explained by other variables that are not in this study. The *R-Square* value for the work motivation variable is 0.374, which can be interpreted that School Climate and Emotional Intelligence have an effect on the work motivation variable by 37.4%, while the remaining 62.6% comes from external variables that are not in this study.

**TABLE 5.** *R-Square Value*

	<b>R Square</b>	<b>R Square Adjusted</b>
<b>Teacher Performance (Y)</b>	0.694	0.668
<b>work motivation (Z)</b>	0.374	0.339

(Source: Data processed in 2024 using Smart *PLS* 3.2.9)

In the research hypothesis test by looking at the t-statistic value must exceed 1.96 or can be done by looking at the P-Values with the condition that the resulting number does not exceed 0.05. Based on statistical analysis, the following data is produced:

1. The first hypothesis is that School Climate directly affects Teacher Performance. Referring to table 6, it can be stated that School Climate on Teacher Performance has a significant effect and has a positive direction, which can be seen through the t-statistic value of 2.379 where the value is greater than 1.96. Thus, **the first hypothesis is accepted.**
2. The second hypothesis is that emotional intelligence directly affects teacher performance. In table 6, the original sample produced is 0.343, which can be interpreted that the relationship has a positive direction. The resulting t-statistic value of 2.694 shows that this relationship is significant. Thus, **the second hypothesis can be accepted.**
3. The Third Hypothesis is that School Climate directly affects work motivation at Daarul Muttaqien Junior High School, Surabaya. If observed in table 6, the relationship has a positive and significant direction. This can be ascertained by looking at the original sample value produced of 0.355 where the number has a positive direction, and the t-statistic value of 2.756. Thus, **the third hypothesis can be accepted.**
4. The Fourth Hypothesis is that Emotional Intelligence directly influences work motivation at Daarul Muttaqien Junior High School, Surabaya. The original sample value produced is 0.430, which means that the relationship is positive. The t-statistic value produced is 3.013 where the value is greater than 1.96 and the P-value is 0.003. Thus it can be concluded that **the fourth hypothesis is accepted.**
5. The Fifth Hypothesis is that work motivation directly affects Teacher Performance at Daarul Muttaqien Junior High School Surabaya. If the original sample produced is 0.429 which is positive and the t-statistic value is 3.153 which is more than 1.96, then this direct relationship is positive and significant. Thus, **the fifth hypothesis is accepted.**
6. The sixth hypothesis (H6) is that School Climate indirectly affects Teacher Performance through work motivation as an Intervening Variable at Daarul Muttaqien Junior High School, Surabaya. This is proven by *the original sample of* 0.152 which shows a positive direction and the t-statistic value of 1.966 which makes it significant. Although the significance value is relatively low, work motivation successfully mediates the relationship between School Climate and Teacher Performance. Thus, **the sixth hypothesis can be accepted.**
7. The seventh hypothesis Emotional Intelligence indirectly affects Teacher Performance through work motivation as an Intervening Variable at Daarul Muttaqien Junior High School Surabaya. This can be seen in table 7, that *the original sample value* is 0.185 where the number has a positive direction. For the t-statistic value is 2.132 which indicates that the relationship between the two is significant because the number exceeds the limit of 1.96. Thus **the seventh hypothesis can be accepted.**

The results of the hypothesis test can be seen in the calculation table as follows:

**TABLE 6.** *Path Coefficient Results*

	<b>Original Sample</b>	<b>Sample Mean</b>	<b>Std. Deviation</b>	<b>T Statistics</b>	<b>P Values</b>	<b>Results</b>
School Climate → Teacher Performance	0.299	0.287	0.126	2,379	0.018	Accepted
Emotional Intelligence → Teacher Performance	0.343	0.350	0.127	2,694	0.007	Accepted
School Climate → work motivation	0.355	0.360	0.129	2,756	0.006	Accepted
Emotional Intelligence → work motivation	0.430	0.434	0.143	3,013	0.003	Accepted
work motivation → Teacher Performance	0.429	0.435	0.136	3,153	0.002	Accepted

(Source: Data processed in 2024 using Smart *PLS* 3.2.9)

**TABLE 7. Indirect Effect**

	<b>Original Sample</b>	<b>Sample Mean</b>	<b>Std. Deviation</b>	<b>T Statistics</b>	<b>P Values</b>	<b>Results</b>
School Climate → Work Motivation → Teacher Performance	0.152	0.158	0.077	1,969	0.050	Accepted
Emotional Intelligence → Work Motivation → Teacher Performance	0.185	0.186	0.087	2,132	0.033	Accepted

(Source: Data processed in 2024 using Smart PLS 3.2.9)

**a. School climate directly influences teacher performance**

*Path Coefficient* (Table 6) shows that School Climate has a positive effect on Teacher Performance. These results are in accordance with the theory presented by (Istiqomah 2024; Langi, Dotulong, and Lumantow 2023; Rochimin, Endang Wuryandini, and Ghufroon Abdullah 2023) that every individual who feels a positive school climate is able to influence their work performance in a better and more effective direction. With these findings, it also provides confidence that all teachers who work at Daarul Muttaqien School Surabaya, where the school is located in the city of Surabaya, have a good impression of the School Climate where they work. A good school climate must be controlled not only by one or some parties, but by all parties in the environment, especially teachers as educators.

**b. Emotional Intelligence Directly Influences Teacher Performance**

*Path Coefficient* Results (Table 6) provides an indication that Emotional Intelligence directly influences Teacher Performance. The results of the study conducted (Pratama and Frendika 2023) that the following conclusions were obtained: (1) The condition of Intellectual Intelligence in teachers of SMA Mekar Arum, Bandung Regency is in the category of sufficient quality, can be seen in the form of understanding and reasoning that have not been mastered optimally, (2) The condition of Emotional Intelligence in teachers of SMA Mekar Arum, Bandung Regency is included in the quality category, can be seen in managing one's own emotions and also those of others and can motivate, (3) Teacher Performance in teachers of SMA Mekar Arum, Bandung Regency is included in the fast category, can be seen from the high quality and initiative of the Teacher, (4) The influence of Intellectual Intelligence on teacher performance has a significant positive influence in SMA Mekar Arum, Bandung Regency. This means that the better the intellectual intelligence possessed, the better the performance of teachers at SMA Mekar Arum will be, (5) The influence of Emotional Intelligence on teacher performance has a significant positive influence in SMA Mekar Arum, Bandung Regency. This means that the better the emotional intelligence possessed, the better the performance of teachers at SMA Mekar Arum will be. (6) The influence of intellectual intelligence and emotional intelligence has a significant influence on teacher performance at SMA Mekar Arum, Bandung Regency. Intellectual intelligence includes a good understanding of reason and emotional intelligence includes managing one's own emotions and those of others well, so teacher performance will experience a good increase.

Other results were also presented by (Syahputra, Lumbanraja, and Rini 2020) who stated that Emotional Intelligence influences employee performance at PT Bank XYZ. The theory that supports this relationship is supported by (Prema Swandewi, Wisna Ariawan, and Gede Erni Sulindawati 2024; Hartatik and Fauzan 2019; Islahi and Mukhroji 2023), namely, if employees are able to provide good control over themselves and have a sense of care for other employees in the process of carrying out their duties, then the effect that will be given to performance will be good. Everyone has a different capacity in utilizing the emotional intelligence they have. With this good influence, it can be concluded that the abilities of teachers at Daarul Muttaqien School, Surabaya, are successful in utilizing the emotional intelligence they have. Having self-awareness, empathy, self-control, establishing effective relationships and having high social skills are things that can hone a person's intelligence in controlling and maintaining emotions.

**c. School climate directly influences work motivation**

*Path Coefficient* Results (Table 6) shows that School Climate directly influences work motivation. Previous research showing the same results was conducted by (Taqiya Disaptara 2021; Khairani, Giatman, and Ernawati 2021) that There is a very significant positive relationship between organizational climate and teacher performance. Which means that if the organizational climate in the school is high, teacher performance will increase and if the organizational climate in the school is low, teacher performance will also be low. And there is a very significant positive relationship between work motivation and teacher performance, which means that if each teacher has high work motivation, teacher performance will increase, and vice versa if work motivation is low, teacher performance is also low. The results of the study prove that the categorization for teacher performance variables is categorized as very high. While for the

categorization of organizational climate and work motivation variables are categorized as high. The effective contribution of organizational climate and work motivation variables to teacher performance is 39.5% with details of the contribution of organizational climate variables influencing teacher performance by 35.6% and the contribution of work motivation variables in influencing teacher performance by 3.9%.

The existence of this positive influence indicates that Sekolah Daarul Muttaqien Surabaya, makes good school climate conditions as a reason to remain a member of the school. A good school climate can foster a sense of trust, pride, and strengthen interest among teacher members. This is evidenced by the rare number of teachers who *resign* within a fairly long period of time.

**d. Emotional Intelligence directly influences work motivation**

From the results of the *path coefficient* (Table 6), it states that there is an influence of Emotional Intelligence on work motivation. The same results were also obtained by (Akbar, Semmaila, and Labbase 2023) that the results of the study indicate that (1). Work Ethic has a positive and significant effect on the performance of employees in Panakkukang District, Makassar City. (2). Emotional intelligence has a positive and significant effect on the performance of employees in Panakkukang District, Makassar City. (3). Work motivation has a positive and significant effect on the performance of employees in Panakkukang District, Makassar City, and (DN Sari 2022) states that Emotional Intelligence has a positive and significant effect on work motivation. Good intelligence from a group of teachers can create a sense of security and create a good bond between the teacher and the school where he works. This was also found at the Daarul Muttaqien School in Surabaya, where all teachers from each institution chatted with each other when they had free time and communicated with each other. Good socializing skills between teachers can build work motivation within themselves so as not to leave the institution.

**e. Work Motivation Directly Influences Teacher Performance**

The *path coefficient* results (Table 6) show that work motivation directly affects performance. (Marlinda, Zulkifli, and Oktavianti 2024) which states that leadership style has a positive and significant effect on teacher performance, communication has a positive and significant effect on teacher performance, motivation has a positive and significant effect on teacher performance, work discipline has a positive and significant effect on teacher performance, and simultaneously leadership style, communication, motivation, work discipline, and work environment have a positive and significant effect on teacher performance.

Nasution, Amini, and Aktar (2024) also stated that Based on the research results, the following conclusions can be drawn: (1) The principal's instructional leadership variable has a positive and significant partial effect on the Performance of State Senior High School Teachers in Binjai City. This means that the higher and more positive the instructional leadership, the higher and more positive the performance of State Senior High School teachers in Binjai City, (2) The teacher motivation variable has a positive and significant partial effect on the Performance of State Senior High School Teachers in Binjai City. This means that the higher and more positive the work motivation, the higher and more positive the performance of State Senior High School teachers in Binjai City, (3) The work discipline variable has a positive and significant partial effect on the Performance of State Senior High School Teachers in Binjai City. This means that the higher and more positive the performance discipline, the higher and more positive the performance of State Senior High School teachers in Binjai City, (4) The principal's instructional leadership variable, teacher motivation, work discipline simultaneously (together) have a positive effect on the Performance variable of State Senior High School Teachers in Binjai City, which means that it can be concluded that the principal's instructional leadership, teacher motivation, work discipline simultaneously have an influence on the performance variable of State Senior High School teachers in Binjai City by 88.6% and 11.4% is influenced by other factors. This means that the influence of teacher performance can be predicted from the three independent variables.

**f. School climate indirectly influences teacher performance through work motivation as an intervening variable.**

*path coefficient* results (Table 7) state that work motivation as an intervening variable indirectly mediates the relationship between School Climate and Performance. Work motivation mediates partially, meaning that with or without work motivation, School Climate will still show its influence on Teacher Performance. If at Daarul Muttaqien School Surabaya, School Climate is categorized as good, then it can be used as a strategy to improve Teacher Performance in each school. There are several previous researchers who have put forward the same results, namely (Adilah, Riyadi, and Suwardi 2023; Mulyati 2023; Suhayat, Suwatno, and Buchdadi 2023) believes that Organizational Climate has a positive and significant influence on employee performance through work motivation.



**g. Emotional Intelligence indirectly influences Teacher Performance through work motivation as an Intervening Variable**

The path coefficient results (Table 7) show that work motivation indirectly mediates the relationship between Emotional Intelligence and Teacher Performance. The relationship is significant but work motivation mediates partially, namely, with or without work motivation as an intervening variable, Emotional Intelligence still has an effect on teacher performance. Based on these results, it can be concluded that if the Emotional Intelligence of the majority of each teacher from the three schools is adequate, then this is not a problem because there are other ways that can be done. In other words, if it is so difficult to foster work motivation in each teacher, then another way that can be done is to hone the emotional intelligence of each teacher. Previous researchers who support the results of this study are (Kailola 2023; Ilham Nazar Hari Pratama and Rusman Frendika 2023) which shows the results that Emotional Intelligence indirectly affects the Performance of LPP PRI Broadcasters and (Suherman and Rozak 2019) who also produced through their research that work motivation successfully mediates the relationship between Emotional Intelligence and the Performance of PT. Suara Merdeka Press Semarang employees.

## CONCLUSIONS

From this study, the following conclusions can be drawn: (1) the results of the frequency of respondents' achievement levels from each variable can be concluded that the emotional intelligence and work motivation variables get a very high value category. While the teacher performance variable also has a very high average value, although there are several achievements from several items that are still classified as high. (2) School climate directly affects teacher performance at Daarul Muttaqien Junior High School, Surabaya. (3) Emotional intelligence directly affects teacher performance at Daarul Muttaqien Junior High School, Surabaya. (4) School climate directly affects work motivation at Daarul Muttaqien Junior High School, Surabaya. (5) Emotional intelligence directly affects work motivation at Daarul Muttaqien Junior High School, Surabaya. (6) work motivation directly affects teacher performance at Daarul Muttaqien Junior High School, Surabaya. (7) School climate indirectly influences teacher performance through work motivation at Daarul Muttaqien Junior High School, Surabaya. (8) Emotional intelligence indirectly influences teacher performance through work motivation at Daarul Muttaqien Junior High School, Surabaya.

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