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THE INFLUENCE OF EMOTIONAL QUOTIENT LEVEL ON EMPLOYEE PERFORMANCE IN THE TECHNICAL IMPLEMENTATION UNIT OF EDUCATION AND SPORTS TRAINING FOR STUDENTS AND STUDENTS OF BOGOR DISTRICT

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Abstract

This study aims to investigate the level of emotional quotient (EQ) and its impact on the performance of employees in the Student Sports Education and Training Technical Implementation Unit for Students and Students of Bogor District. The research method employed surveys and data analysis using SPSS. The results indicate that EQ significantly influences the performance of employees in the unit, accounting for 63.8%, while other factors contribute to the remainder. Further analysis using SPSS reveals that emotional intelligence factors, such as emotional stability, emotional strength, and emotional satisfaction, have significant values confirming their impact on performance. These findings provide valuable insights for human resource management in understanding the importance of EQ in enhancing the productivity and quality of employee performance within the organizational environment.

Keywords: Emotional Quotient, Employee Performance, UPTD, POPM

INTRODUCTION

Success at work is the goal that every worker desires in carrying out daily work activities (Rinayanti, 2023). Work success can be seen from the results of the performance carried out by a worker or employee (Sultanto et al, 2023). In general, the definition of performance is the quality and quantity of work results that can be achieved by an employee in carrying out his main duties and functions as an employee or employee following the responsibilities assigned or given to him. According to Moeheriono (2012:95), performance is a description of the level of achievement of implementing an activity program or policy in realizing an organization's goals, objectives, vision, and mission as outlined in an organization's strategic planning.

Factors that influence the performance results of an employee or employee, apart from the skills they possess, are also influenced by intellectual intelligence or Intelligence Quotient (IQ) and emotional intelligence or Emotional Quotient (EQ). Goleman (2006:44) states that the highest level of intellectual intelligence contributes approximately 20% to the factors that determine an individual's success in life. Meanwhile, 80% is filled by other strengths, including emotional intelligence. A person's emotional intelligence will be reflected in their attitudes and behavior because behavior is greatly influenced by a person's emotions. The attitudes that arise and the actions that are carried out will greatly influence the quality of a person's work and the value of their performance.

Controlling a person's emotions, whether good or bad, depends on how good the level of emotional intelligence or EQ (Emotional Quotient) is. The higher a person's dreams and aspirations are to achieve success, the greater the ability to manage emotions (Dwi Sunar 2010:173). To achieve success in life, people do not need a high IQ, but instead, a high EQ is needed (Dwi Sunar, 2010:180). There is an opinion that states that intellectual intelligence cannot be changed much by experience and education, intellectual intelligence tends to be innate so we cannot do much to improve it. Meanwhile, emotional intelligence can be trained, learned, and developed in childhood, so there is still an opportunity to develop and improve it to contribute to a person's life success.

According to Goleman (2001:512) emotional intelligence or emotional quotient refers to the ability to recognize our feelings and the feelings of others, the ability to motivate ourselves, and manage emotions well in ourselves and relationships with other people. Furthermore, Goleman (2007:45) explains other characteristics of emotional intelligence (EQ), such as the ability to motivate oneself and survive frustration, control impulses, not exaggerate pleasure, regulate mood, and keep stress from weakening the ability to think. , empathize, and pray. All the abilities that are characteristics of emotional intelligence are needed by an employee to be able to work well and get good performance results.

An employee, when facing a workload, must be able to control his emotions, this is because an employee must always be able to maintain his work enthusiasm and, as much as possible, avoid bad actions or thoughts that arise in the work environment, personal problems that accompany and interfere with work, or work demands that arise. heavy. Previous research found that emotional intelligence influences the work results of employees who work in an agency that provides services to the general public. Of course, good EQ is also needed by agencies that take care of young people, especially as adolescence is a very important stage of development for a person, especially teenagers who are required to be able to excel, such as teenagers who become regional student-athletes whose daily lives -Their days are different from society or teenagers in general, teenagers who become athletes are required to do athletic training every day and are required to continue to develop themselves so that they are expected to become professional athletes. Therefore, every officer or employee who works in an agency that takes care of teenagers who become athletes must have better emotional intelligence than the students they supervise so that they can respond and decide on matters related to the main tasks and functions of their work appropriately. so as not to have a bad effect on the athlete.

RESEARCH METHOD

Types and Design of Research

This research is quantitative because the research data is in the form of numbers and analyzed using statistics using the questionnaire method. The research design used is the "One Shot Case Study" design, namely an approach model that uses one data collection with the following research design table:

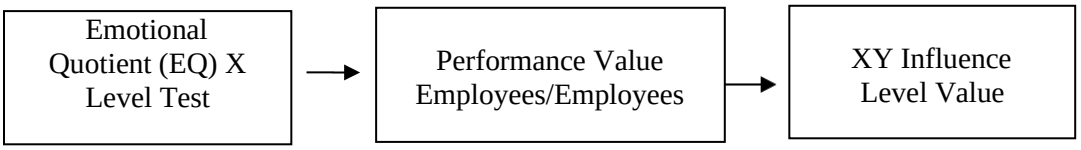

Figure 1.

Research Design

Figure 1 Description.

X = Emotional quotient level test.

Y = Employee/Employee Performance Value

XY = the magnitude of the significant level regarding the influence of the two variables.

Research Variable

The variables in this research are:

1. Dependent Variable: Employee/Employee Performance Value
2. Independent Variable: Emotional Quotient (EQ) level.

Population

The population in this study is PPOPM staff or employees consisting of 20 Outsourcing management staff because the remaining staff are special contract workers such as health workers, paramedics psychologists, and trainers who are not included as Outsourcing management staff with fixed working hours.

Samples and Sampling Techniques

The sample in this research is all PPOPM management staff consisting of 23 outsourcing staff. The sampling technique in this research uses a purposive sampling

technique, namely the sample selected is a sample with certain criteria and conditions. The terms and criteria referred to are all management staff totaling 17 employees or employees who are coordinated by the work coordinator for each employee and civil servant staff totaling 7 people.

RESULTS AND DISCUSSION

This research aims to see the contribution between emotional quotient (EQ) and the performance of employees at UPT PPOPM Bogor Regency. The variables in this research consist of two, namely: The independent variable is emotional quotient (EQ), the emotional quotient (EQ) variable instrument consists of three test items which include: 1) emotional stability, 2) emotional strength, and 3) emotional satisfaction so that In the presentation it will be adapted to this instrument, while the dependent variable is the employee performance value as seen from the employee performance target (SKP) value for civil servants (PNS) and a special assessment from superiors with an assessment format adopted from the employee's employee performance target (SKP). civil servants (PNS) for outsourcing employees. Meanwhile, for emotional intelligence, the units of numbers are adjusted to the scores that have been determined in each standard test item. Then proceed with statistical data processing, namely: 1) data description, 2) classical assumption test, 3) T-test, 4) F test, 5) coefficient of determination, and 6) multiple linear analysis.

Data Description

Data description is intended to describe the collected data which is summarized statistically, to describe important things in a group of data, such as the average, standard deviation variation, and so on. After the data was collected, tabulation was carried out and the data was processed using descriptive statistics with the results in Table 1.

Table 1.
Data Description

Variable	N	Minimum	Maximum	Average	Std. Deviation

Emotional Security	20	12	44	34.1	7.69
The Power of Emotions	20	22	39	32.3	5.62
Emotional Satisfaction	20	20	48	37.8	8.17
Performance Value	20	53	58	56.74	1.71

Based on Table 1, it can be explained that the sample size is 20 people. For the independent variable which consists of three items, namely the emotional stability value, the minimum value is 12, the maximum value is 44, and the average is 34.1 with a standard deviation of 7.69. For the emotional strength value, the minimum value is 22, the maximum value is 39 and the average is 32.3 with a standard deviation value of 5.62. For the emotional satisfaction value, the minimum value is 20, the maximum value is 48 and the average value is 37.8 with a standard deviation of 8.17. It was concluded that employees at UPT PPOPM on average had emotions that were in the "stable" category, for emotional strength the average had emotional strength that was in the "strong" category and for the average emotional satisfaction of all employees was in the "satisfied" category. for employee performance scores, the minimum score is 53, the maximum score is 58.5, the average score is 56.74 with a standard deviation of 1.71, it is concluded that the average is 56.74, has a good category with an average score per performance test item of 8.1.

Classic Assumption Test Results

Normality Test

The purpose of the normality test is to find out whether, in a regression model, the resulting error has a normal distribution or not (Singgih Santoso, 2012: 230). One way to find out the normality value of the data is to test the normality of the probability plot, namely by looking at the distribution of data (points) on the diagonal axis of the graph. The normality test results are:

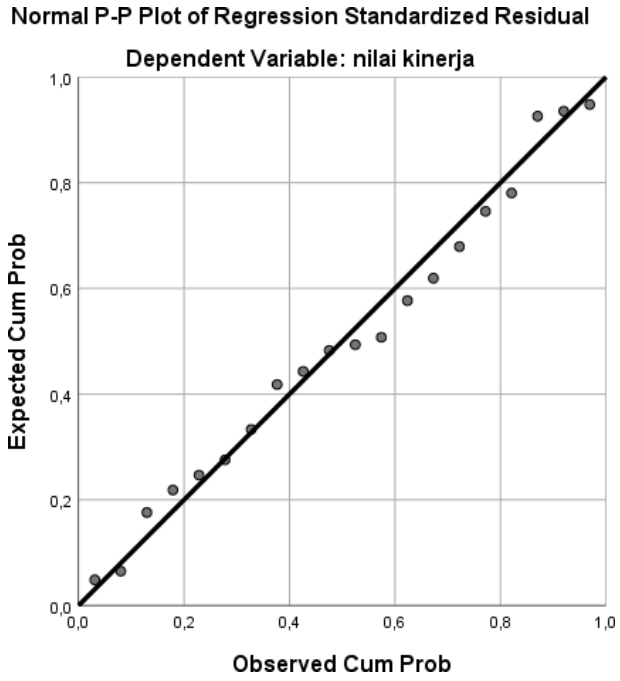

Figure 2.

Normality Test Results

Based on Figure 2, it can be seen that the normal probability plot graph shows a normal graphic pattern. This can be seen from the points that are spread around the diagonal line and the distribution follows the diagonal line. Therefore, it can be concluded that the data is normally distributed, therefore the regression model is suitable for use and has met the prerequisite tests for normality analysis.

Multicollinearity Test

The multicollinearity test is intended to prove or test whether there is a linear relationship between one independent (independent) variable and other independent (independent) variables (R. Gunawam Sudarmanto, 2005: 135).

Testing whether there are symptoms of multicollinearity is carried out by paying attention to the correlation matrix values produced during data processing as well as the VIF (Variance Inflation Factor) and tolerance values. If none of the correlation matrix values is greater than 0.5, it can be said that the data to be analyzed is free from multicollinearity. Then if the VIF value is below 10 and the tolerance value is close to 1, it can be concluded that the regression model does not contain multicollinearity.

Table 2.

Multicollinearity Test

Variable	Tolerant	VIF
Emotional Security	0.680	1,471
The Power of Emotions	0.638	1,566
Emotional Satisfaction	0.515	1,941

Based on Table 2, it can be seen that the regression model does not experience multicollinearity interference. This can be seen in the tolerance value for each variable being greater than 10 percent (0.1). The VIF calculation results also show that the VIF value of each variable is less than 10. So it can be concluded that there is no multicollinearity between the independent variables of the regression model.

Heteroscedasticity Test

The heteroscedasticity test is intended to determine whether the absolute residual variation is the same or not the same for all observations (R. Gunawam Sudarmanto, 2005: 147). The heteroscedasticity test used is the scatterplot method.

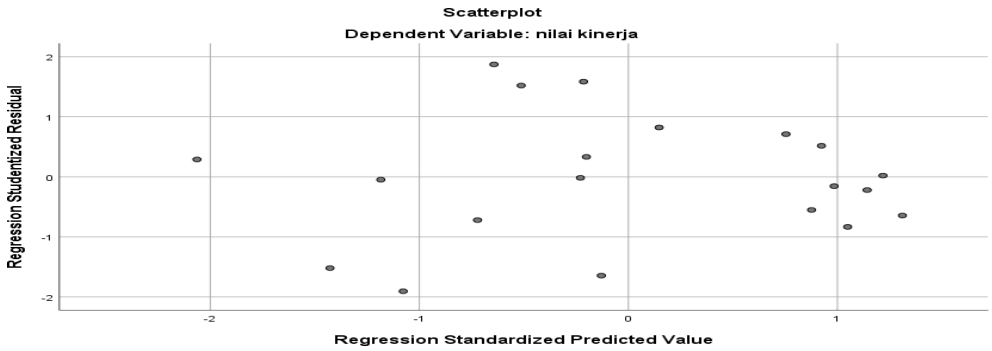

Figure 3.

Heteroscedasticity Test Results

Based on Figure 3, it is known that the data distribution is spread both above the zero axis and below the zero axis. It was concluded that heteroscedasticity did not occur so that regression testing could be continued.

Multiple Linear Coefficient Test

T Test

The T-test is used to test whether the relationship between the independent variables emotional stability (X1), emotional strength (X2), emotional strength (X3), and the dependent variable employee performance value (Y) is significant or not. The testing steps are as follows:

1) Determine the degree of confidence of 95% ($\alpha = 0.05$)
2) Determine significance as follows:
   - The significance value (P Value) < 0.05 means H0 is rejected and Ha is accepted.
   - The significance value (P Value) is > 0.05, so H0 is accepted and Ha is rejected.
3) Make conclusions

- If the significance value (P Value) is <0.05 then H0 is rejected and Ha is accepted. This means that the independent variable partially influences the dependent variable.
- If the significance value (P Value) is > 0.05 then H0 is accepted and rejected. This means that the independent variable does not partially influence the dependent variable.

Table 3.

T Test Results

Variable	T	Significant
Emotional Stability	0.413	0.685
Emotional Power	2,050	0.057
Emotional Satisfaction	2,989	0.009

The analysis results in Table 3 are based on significance values, namely:

1. Emotional stability has a significant value of 0.685 > 0.05, so the stability variable does not have a significant effect on the performance variable.
2. Emotional strength has a significant value of 0.057 > 0.05, so the strength variable does not have a significant effect on the performance variable.

3. Emotional satisfaction has a significant value of 0.009 < 0.05, so the satisfaction variable has a significant effect on the performance variable.

F Test (Simultaneous Test)

The F test is used to determine the relationship between the dependent variable and the independent variable and whether the variables emotional stability, emotional strength, and emotional satisfaction have a simultaneous (together) effect on employee performance scores.

Table 4.

F Test Results

F	Sig.
12,152	0,000b

Based on Table 4, it is known that the significance value of the F test is 0.000. Because the significance value of 0.000 < 0.05 follows the basis for decision-making in the F test, it can be concluded that emotional stability, emotional strength, and emotional satisfaction simultaneously influence employee performance.

Determination Coefficient Regression Test

The coefficient of determination aims to find the percentage value of the influence of the independent variable emotional intelligence (emotional stability, emotional strength, emotional satisfaction) simultaneously on the dependent variable (employee/employee performance) where the R square value has the following results:

Table 5.

Coefficient of Determination Test Results

Model	Adjusted R Square
1	0.638

The results of the data analysis in Table 5 show that the Adjusted R Square value is 0.638. This can be interpreted as that the independent variable emotional quotient (satisfaction, strength, stability) contributes to the dependent variable of employee

performance in the Technical Implementation Unit for Student and Student Sports Education and Training in Bogor Regency by 63.8%, while the remainder is the contribution of other factors which not researched.

Multiple Linear Regression Analysis

The purpose of multiple regression is to predict the size of the dependent variable using data from two or more independent variables whose magnitudes are known (Singgih Santoso 2012:221).

The results of the multiple regression test with SPSS are as follows:

Table 6.

Multiple Regression Test Results

Variable	Beta
Emotional Stability	0.015
Emotional Power	0.108
Emotional Satisfaction	0.12

Based on the data above, the multiple linear regression equation is obtained as follows: $Y = 0.015X_1+0.108X_2+0.12X_3$

The above equation can be explained as follows:

1. The value of 0.015 for the emotional stability variable is positive, so it can be said that the higher the level of emotional stability, the higher the employee's performance value.
2. The value of 0.108 in the emotional strength item variable is positive, so it can be said that the higher the level of reliability provided by the Community Health Center, the higher the employee's performance value will be.
3. The value of 0.12 in the guarantee variable is positive, so it can be said that the higher the level of emotional satisfaction, the higher the employee's performance value.

CONCLUSION

Based on research results, the level of emotional quotient, or EQ, has an influence on the performance of employees in the Technical Implementation Unit for Education and Sports Training for Students and College Students in Bogor Regency with an influence of 63.8%, while the rest is the contribution of other factors. In the results of calculations using SPSS, the emotional intelligence factor (emotional stability, emotional strength, and emotional satisfaction) has a significant value of 0.000 < 0.005, meaning that emotional intelligence does have a significant influence on the performance of employees in the Technical Implementation Unit for Student and Student Sports Education and Training in Bogor Regency.

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