The Effect of Emotional Intelligence and Cognitive Ability on the Performance of Private Higher Education Lecturers

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Abstract

The success of private and public higher education organizations in implementing the Tridharma, namely teaching, research and service, is largely determined by the performance of lecturers as human resources who manage the Tridharma process. Therefore, the performance of lecturers must be managed properly in order to be successful and efficient in achieving educational goals, and to ensure an increase in the quality of higher education. To obtain optimal lecturer performance at a private university, it is necessary to pay attention to the factors of emotional intelligence and cognitive abilities. Lecturers who have controlled emotional intelligence and good cognitive abilities will have good performance. This study aims to determine the effect of emotional intelligence and cognitive abilities on lecturer performance. The number of samples set in this study were 146 lecturers as respondents. As an independent variable, namely emotional intelligence and cognitive ability and the dependent variable is the performance of the lecturer. For data collection is done by using a questionnaire with five answer choices. The sampling technique used is proportional random sampling. The instrument used was first tested on respondents outside the sample to get a valid and reliable instrument. The validity test uses the Product Moment correlation, while to test the reliability it uses the Alpha formula from Cronbac. Before testing the hypothesis, the analysis requirements test is calculated which includes: data normality test and regression linearity test. The results showed that the emotional intelligence variable had a direct positive effect on lecturer performance by 3.2%, and the cognitive ability variable had a direct positive effect on lecturer performance by 5.5%.

I. Introduction

Higher education as an educational unit that organizes higher education has a strategic role and function in realizing the mandate of Law Number 20 of 2003 concerning the National Education System, namely to produce graduates who are noble, honest, qualified, democratic and able to face challenges and competition between nations. In this regard, it is necessary to have reliable human resources who can face challenges, create and fill job opportunities. Lecturers are required to have high performance, so that they are able to produce quality university graduates and are able to compete globally. In achieving good quality and college graduates, it is strongly influenced by the performance of lecturers in carrying out their duties, so that it becomes an important demand for achieving educational success. In general, a good quality of education is a benchmark for the success of the performance shown by lecturers. Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things

that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

The difficulty of PTS to exist in the current conditionThis makes it difficult for universities to improve the quality of their graduates. In general, higher education actors need to be aware that the purpose of implementing higher education institutions, both private and public, is to make higher education institutions able to produce graduates who can be accepted in society and compete globally. One of the factors indicated as the cause of the low quality of PTS graduates is the competence of lecturers as teaching staff which is still low, and the performance of teaching staff is not maximized. This agrees with Tilaar (2014: 89), who argues that national education is currently being faced with four main crises, which are related to quantity, external relevance/efficiency, elitism, and management. The low quality of higher education is inseparable from the low performance of lecturers as university teaching staff. In accordance with Law no. 14 of 2005, Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. Lecturers as professional educators must have abilities that include mastery of subject matter, mastery of ways to adapt and have the personality to carry out their duties, besides that lecturer must also be developing and dynamic individuals. technology, and art through education, research, and community service. Lecturers as professional educators must have abilities that include mastery of subject matter, mastery of ways to adapt and have the personality to carry out their duties, besides that lecturer must also be developing and dynamic individuals. technology, and art through education, research, and community service. Lecturers as professional educators must have abilities that include mastery of subject matter, mastery of ways to adapt and have the personality to carry out their duties, besides that lecturer must also be developing and dynamic individuals.

Emotional management for a lecturer has an important role because it requires patience in teaching, but in its operational implementation it is still found that there are unsatisfactory educational services for students marked by complaints from students, there are still many lecturers' behavior that is not friendly and responsive in providing services at the time. learning process occurs. The results of Sawitri's research (2017: 93) conclude that a lecturer should provide the best service to meet the expectations and needs of students, but sometimes negative emotions arise, such as misunderstandings that can make the lecturer angry in class so that the lecture process becomes ineffective. Therefore, lecturers are recommended to be able to control and cover their emotions, and not show them to students. According to Cooper and Sawaf (2006:341), Emotional Quotient (EQ) plays a very important role in helping lecturers to be able to solve important problems and make important decisions in a short time. In addition, EQ also helps a lecturer to have the ability to influence and provide knowledge to students through effective communication.

Another factor that affects the performance of lecturers is cognitive ability.The results of Anggraeni's research (2016:73) conclude that there is a joint influence of cognitive ability and motivation on employee performance and has a positive and significant influence of 86%.Hartini and Seger (2021:24) explain, as professionals, lecturers have different cognitive abilities or competencies in providing educational services, independence, responsibility, and ability, as well as using appropriate strategies in the learning process.

Referring to the phenomenon of lecturer performance above, which is influenced by emotional intelligence and cognitive ability, it is necessary to conduct further research on these two variables.

II. Review of Literature

2.1 Lecturer Performance

In essence, performance is a concept that is universal in an organization, based on operational effectiveness and standard work criteria that have been set previously. Because an organization is run by humans as human resources (HR) actors, performance is actually human behavior in carrying out its role in an organization in order to meet predetermined behavioral standards so that it can produce results effectively and achieve organizational goals.

Performance is a variable that is often the target of researchers to be studied and analyzed in various agencies, both government and private agencies. So, many people want to know clearly the meaning of performance. In terms of epistemology, according to Marwan (2015: 34) the word performance (performance) comes from the word "to perform" which contains several meanings, namely: (1) doing; (2) fulfill or run something; (3) carry out a responsibility; and (4) do something that someone expects. Different fromKane (2013: 212), states that the concept of performance is a multidimensional concept, this means that performance can be understood in different ways depending on the perspective of each individual who sees it in general the concept of performance is associated with behavior.

Performance according to Armstrong and Baron (2011: 159) is about doing work and the results achieved from that work. Performance is the result of work that has a strong relationship with the strategic objectives of the organization, customer satisfaction and contributes to the economy. In line with Simanjuntak (2015: 210), stated that the definition of performance is the level of achievement of results on the implementation of certain tasks. Everyone's performance is influenced by many factors that can be classified into three groups, namely the competence of the individual concerned, organizational support, and management support. Not much different from the opinion of Stolovich and Keep (2012: 92), that performance is a result that has been achieved and refers to the act of achieving and carrying out a job that defines performance as one of the total collections of performance that exists in workers. Performance can also be interpreted as a function of satisfaction and ability.

The Performance Component Model of Mathis and Jackson (2005:87) explains that performance is influenced by the effort devoted, individual abilities, and organizational support. Performance component that shows the relationship between performance, effort expended, individual ability (cognitive ability), and organizational support. Furthermore, Mangkunegara (2012:18) mentions indicators of performance expressed by the following aspects: (1) loyalty; (2) work results; (3) honesty; (4) discipline; (5) creativity; (6) cooperation; (7) leadership; (8) personality; (9) initiative; (10) proficiency; and (11) responsibility. Meanwhile, Usman (2016: 487) states that the performance indicators are: (1) work processes; (2) working conditions; (3) the time and duration of completion.

Based on the theoretical study above, referring to the performance of lecturers, it can be concluded that the definition ofLecturer performance is the work of lecturers in accordance with the standards, criteria and norms set in carrying out their duties and responsibilities in higher education institutions. Lecturer performance indicators in this studyare (1) Quantity of work, (2) Quality of work, (3) Effective use of time, and (4)

Cooperation with colleagues. These four indicators are derived from employee performance indicators developed by Mathis and Jackson (2005:87).

2.2 Emotional Intelligence

Emotional is part of the human psyche which in this modern century there is a special study of emotional intelligence. Intelligence in a general sense plays an important role in achieving success in life, whether it is study success or career success. Emotional intelligence or emotional quotation (EQ) includes the ability to express feelings, awareness and understanding of emotions and the ability to regulate and control them. (Rinyyunita, 2009:1). Meanwhile, Robert K. Cooper and Ayman Sawaf stated: Emotional intelligence is the ability to feel, understand, and effectively apply the power and sensitivity of emotions as a source of information, connection, and human influence. (Uno, 2010:71).

Furthermore, Goleman (2006:347) says that emotional intelligence is the ability to understand our own feelings and the feelings of others, the ability to manage emotions well in ourselves and in relationships with others. Emotional intelligence is also called Emotional Quotient (EQ) Emotional Intelligence, comes from two words, namely intelligent and emotional. Robbins (2009:313) suggests that emotion is a strong feeling directed at someone or something, emotion is also a reaction to an object. Emotions appear when happy about something, angry at someone, and afraid of something. Furthermore, it is said that emotions can turn into moods when someone loses focus on contextual objects. Meanwhile, Yulk (2007:237) defines emotion as a strong feeling that demands attention and is likely to affect cognitive processes and behavior.

Goleman (2002:13) who developed a model of emotional intelligence based on trait theory, divides EQ into five dimensions, namely: (1) the ability to realize, understand and express one's emotions, (2) the ability to be aware of, to understand and relate to others, (3) The ability to deal with emotional stress and control self-urges, (4) The ability to adapt to changes and solve personal and social problems, (5) optimism and happiness.

Based on the description above, it can be concluded that the definition of emotional intelligence is the ability of a person to recognize oneself and others, and integrate them so that they can manage their own emotions and emotions towards others. Emotional intelligence indicators are: (1) self-awareness, (2) self-management, (3) mmanaging other people's emotions, (4) have empathy, (5) the application of social skills. These five indicators come from indicatorsGoleman (2002:13).

2.3 Cognitive Ability

Intellectual ability (cognitive) is the ability needed to perform various mental activities-thinking, reasoning, and solving problems. Individuals in most societies place intelligence, and for good reasons, in high value. Understanding ability according to Colquitt, Lepine, Wesson (2013:337) that "ability refers to the relatively stable ability of people to carry out certain different but related activities." In contrast to skills that can be improved over time with training and experience, abilities are relatively stable.

According to Gibson, et al (2012: 90) Cognitive abilities, skills and other factors play a role in individual behavior and performance. Ability is a trait that allows a person to do something mentally or physically. Skills are task-related competencies, such as the skills to negotiate mergers or operate a computer or the skills to clearly communicate the goals of the group's mission. Self-efficacy theory, also known as social cognitive theory or social learning theory refers to an individual's belief that he or she is capable of performing a task." Meanwhile, according to Susanto (2011:48) cognitive ability is a thought process, namely the individual's ability to connect, assess, and consider an event or events.

Based on the description above, it can be concluded that the definition of cognitive ability is the individual's ability to carry out various tasks and job responsibilities. With indicators: (1) information gathering, (2) policies, and (3) institutions. These three indicators come from indicators of cognitive abilityGoleman (2002:512).

III. Research method

The method used in this study is a quantitative method with ex post facto research. This research was conducted at a private university (PTS), involving 146 lecturers as respondents. For data collection is done by using a questionnaire with five answer choices. The sampling technique used is proportional random sampling. The instrument used was first tested on respondents outside the sample to get a valid and reliable instrument. The validity test uses the Product Moment correlation, while to test the reliability it uses the Alpha formula from Cronbac. Before testing the hypothesis, the analysis requirements test is calculated which includes: data normality test and regression linearity test.

IV. Result and Discussion

4.1 Validity and Reliability Test

The results of the calculation of the validity of the Lecturer Performance questionnaire, it is known that 39 questions were tested and 3 items were declared invalid (failed). From the calculation results, there are 36 items that have a correlation value above the critical rtable number at = 0.05 of 0. 361.Meanwhile, to test the reliability of the instrument item, the Alpha formula is used, the results of the calculation of the reliability coefficient (alpha) on the lecturer's performance variable after the invalid item (drop) is discarded, which is 0.896. Based on the reliability value on the Lecturer Performance variable, it is categorized as very high.

The results of the calculation of the validity of the Emotional Intelligence questionnaire were found to be 40 items tested and obtained 5 items which were declared invalid (failed). From the calculation results, there are 35 items that have a correlation value above the critical rtable number at = 0.05 of 0. 361.Meanwhile, to test the reliability of the instrument item, the Alpha formula was used. The results of the calculation of the reliability coefficient (alpha) on the Emotional Intelligence variable after the invalid item (drop) is discarded, which is 0.887. Based on the reliability value of the Emotional Intelligence variable, it is categorized as very high.

The results of the calculation of the validity of the Cognitive Ability questionnaire, it is known that as many as 35 questions were tested, 3 items were declared invalid (failed). From the calculation results, there are 32 items that have a correlation value above the critical rtable number at = 0.05 of 0. 361.Meanwhile, to test the reliability of the instrument item, the Alpha formula was used. The results of the calculation of the reliability coefficient (alpha) on the Cognitive Ability variable after the invalid item (drop) is discarded, which is 0.905. Based on the reliability value on the Cognitive Ability variable, it is categorized as very high.

4.2 Normality test

The results of the normality test of the lecturer's performance variable data on emotional intelligenceindicates that the value of Lcount < Ltable (5%). The results of the statistical calculation of the normality of the Liliefors Test obtained Lcount <Ltable (0.071 <0.073), then Ho is accepted at the level of = 0.05. This means that the data distribution

comes from a normally distributed population. Thus, it can be concluded that the distribution of the Lecturer Performance variable data on Lecturer Emotional Intelligence does not deviate from the normal distribution.

The results of the normality test of the lecturer's performance variable data on cognitive abilities showed that the value of Lcount < Ltable (5%). The results of the statistical calculation of the Liliefors Test Normality obtained Lcount <Ltable (0.055 <0.073), then Ho is accepted at level = 0.05. This means that the data distribution comes from a normally distributed population. Thus, it can be concluded that the distribution of the variable data distribution of Lecturer Performance on Lecturer Cognitive Ability does not deviate from the normal distribution.

4.3 Test for Linearity and Significance of the Regression Equation

Lecturer Performance Variable on Emotional Intelligence, linearity test results have a score of Fh = 0.876 with a value of Sig. = 0.668 (> 0.050), so it can be stated that the relationship between Emotional Intelligence and Lecturer Performance is linear. Furthermore, the results of the regression equation for Lecturer Performance on Emotional Intelligence due to the significance of Fcount < 0.050, it can be stated that the regression coefficient is significant.

Lecturer Performance Variable on Cognitive Ability, the results of the linearity test have a score of Fh = 1.626 with a value of Sig. = 0.067 (> 0.050), so it can be stated that the relationship between Cognitive Ability and Lecturer Performance is linear. Furthermore, the results of the regression equation for Lecturer Performance on Cognitive Ability due to the significance of Fcount <0.050, it can be stated that the regression coefficient is significant.

4.4 Testing Requirements Analysis

On the calculation of correlationEmotional Intelligence with Lecturer PerformanceIt is known that the critical value of r at = 0.05 with N-2 = 146-2 = 144 obtained an rtable of 0.159. It turns out that the value of rcount>rtable is 0.425>0.159. Thus it can be concluded that Emotional Intelligence has a positive relationship with Lecturer Performance.

In the Lecturer Performance variable on Emotional Intelligence, it is known that the correlation value = 0.425, the path test results have a score of 41 = 0.178 with a tcount = 2.392 (> 1.960) and Sig. = 0.000 (< 0.050), so it can be stated that the path coefficient between Emotional Intelligence and Lecturer performance is meaningful.

In calculating the correlation of Cognitive Abilitywith Lecturer PerformanceIt is known that the critical value of r at = 0.05 with N-2 = 146-2 = 144 obtained a rtable of 0.159. It turns out that the value of rcount>rtable is 0.388>0.159. Thus, it can be concluded that Cognitive Ability has a positive relationship with Lecturer Performance.

In the Lecturer Performance variable on Cognitive Ability, it is known that the correlation value = 0.388, the path test results have a score of 41 = 0.235 with a tcount = 3.511 (> 1.960) and Sig. = 0.000 (< 0.050), so that it can be stated the path coefficient between Cognitive Ability to Lecturer performance is meaningful.

4.5 Hypothesis test

The test criteria are to reject H0 if the significance of the tcount <0.050 or accept H0 if the significance of the tcount> 0.050. The results of hypothesis testing show that 51 = 0.178 and t = 2.392 with a significance level of 0.018 meaning H0 is rejected and Ha is accepted. Thus, it can be concluded that the Emotional Intelligence of Lecturers has a direct positive effect on the Performance of Private Higher Education Lecturers (PTS).

The results of the calculation of the proportional influence of Emotional Intelligence on Lecturer Performance can be seen that the direct proportional influence of Emotional Intelligence (X1) on Lecturer Performance (X5) is 0.032 (3.2%).

The test criteria are to reject H0 if the significance of the tcount <0.050 or accept H0 if the significance of the tcount> 0.050. The results of hypothesis testing show that 52 = 0.235 and t = 3.511 with a significance level of 0.001 meaning H0 is rejected and Ha is accepted. Thus, it can be concluded that the Cognitive Ability of Lecturers has a direct positive effect on the Performance of Private Higher Education Lecturers (PTS).

The results of the calculation of the proportional effect of Cognitive Ability on Lecturer Performance can be seen that the direct proportional effect of Cognitive Ability on Lecturer Performance is 0.055 (5.5%).

V. Conclusion

Based onThe results of hypothesis testing can be concluded that the Emotional Intelligence variable has a positive direct effect on the Performance of Private Higher Education Lecturers (PTS) by 3.2%. This means that the higher the Emotional Intelligence of the Lecturer, the higher the Lecturer's Performance.

Cognitive Ability variable has a direct positive effect on the Performance of Private Higher Education Lecturers (PTS) by 5.5%. This means that the higher the Cognitive Ability of the Lecturer, the higher the Lecturer's Performance.

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