

## Emotional Intelligence and Job Stress: In Its Influence on Teachers' Performance

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### Abstract

The competency test results for state high school teachers who served in Rokan Hilir Regency only passed 42 percent of the total teachers. This indicates that teachers' performance is still poor. Internal and external factors both influence teachers' performance. The internal factor is emotional intelligence, which is the ability to recognize one's own and other people's emotions. The external factor is job stress caused by the demands of the job and the work environment. The study aims to determine the impact of teachers' emotional intelligence and job stress on teachers' performance. This type of research uses a quantitative approach using linear regression analysis techniques. This research was conducted in all public high schools in the Rokan Hilir district. The population of this study was all teachers at public high schools who served in Rokan Hilir Regency, namely 879 teachers. Sampling using a random sampling technique with a size of 10% of the population, namely 90 teachers. The data collection technique is a non-test psychological measurement scale. Based on data analysis, the following results were obtained: Emotional intelligence has a significant influence on teachers' performance at public high schools in Rokan Hilir Regency; Job stress has no significant effect on teachers' performance at the State Senior High School of Rokan Hilir Regency; Job stress and emotional intelligence simultaneously have a significant impact on teachers' performance.

**Keywords:** emotional intelligence, job stress, teachers' performance

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### Introduction

Teachers are one of the factors that determine whether education is of high or low quality. According to Mulyasa (2016), the quality of education is inextricably linked to the quality of teachers. Meanwhile, one of the causes of low teacher quality is poor teacher performance. Assessing teachers' performance is inextricably linked to assessing the process of learning activities. The results of teachers' performance assessments at public high schools in Rokan Hilir Regency are in accordance with the standards outlined in the Minister of Education's Regulation. The data on the average percentage of teachers' supervision results in State Senior High Schools in all subjects carried out in Rokan Hilir Regency are as follows, the first is the syllabus preparation activity and learning implementation design with an average value of 80. 24. The design has been prepared by teachers completely and in accordance with Ministerial Regulation 22 of 2006 concerning Content Standards; the second is teaching and learning

process activities with an average value of 80.01. This means that the teachers have carried out exploration, elaboration, and confirmation activities according to Ministerial Regulation 41 of 2007 concerning Process Standards; the third class management with a value of 81.23. In classroom management, teaching teachers are generally still in the conventional way, namely the lecture system and one-on-one teachers as a learning resource. Fourth is time management with a value of 56.23. This means that teachers' have not managed class time in a systematic and proper manner. The fifth is the assessment of the learning process with a value of 80.48. This has complied with Regulation No. 20 of 2007 concerning Content Standards (Supervisors of Public Senior High Schools in each Cluster of Rokan Hilir Regency, 2016).

Teachers and lecturers have been recognized as professionals since the passage of Law No. 14 of 2005 concerning Teachers and Lecturers. In the law, a professional is defined as a job or activity performed by a person that becomes a source of income for life and necessitates expertise, proficiency, or skills that meet certain quality standards or criteria and necessitates professional education. This is in accordance with Mutakin (2015), that in total teachers' competence has an influence of 42.55% on improving teachers' performance, and teachers' background in total has an influence of 2.35% on improving teachers' performance. teachers' background has an influence of 44.9% on the performance of elementary school mathematics teachers.

The requirements that teachers must meet in order to obtain certification allowances can cause job stress, according to the opinion. Kayastha et al., (2012) stating that one of the factors that can lead to job stress on teachers' is a heavy workload. According to Smith et al. (2016), teachers' in their forties and above have higher stress levels than other ages in their group. Data from the Rokan Hilir District Education Office in 2016, state high school teachers serving in the district are dominated by teachers who are more than forty years old.

In addition, the problem faced by teachers' in Rokan Hilir Regency is the incompatibility of the teachers' academic qualifications with the subjects being taught. The academic qualification referred to is the minimum level of education that must be met by an educator as evidenced by a diploma and or certificate of relevant expertise in accordance with the provisions of the applicable legislation. For example, teachers with a degree in Economics teach geography. The educational qualification of a religious teacher teaches physics, and so on. This of course, for some teachers, will be a workload, causing teachers' to often experience boredom, boredom and also lead to stress.

Furthermore, problems that come from within students, the amount of work that must be done and completed by teachers, role conflicts, relationships with colleagues, rapid curriculum changes, and the same work routine every day, are factors that can trigger the emergence of job stress on teachers on duty in the Rokan Hilir district. Symptoms of job stress are characterized by the emergence of symptoms of impatience in dealing with students in class, irritability, apathy, often absence from work (average attendance is less than 90%) and so on which can ultimately have an impact on teachers' performance. Job stress experienced by teachers' will certainly be detrimental to students and the school concerned because the resulting performance decreases, absenteeism is high and turnover is high which in turn causes costs to increase. Everyone, wherever he is in an organization, can act as a source of stress for others. Managing your own stress means controlling yourself in life.

The task of the teaching profession is to manage, and evaluate learning with various cutting-edge methods, and to be skilled in using teaching aids and learning media, but also to have maturity and personality toughness. One aspect related to personality maturity and rigidity is emotional intelligence (Emotional Intelligence) or Emotional Quotient (EQ). Tampubolon (2007), defined emotional intelligence as the ability to feel, understand and effectively represent emotional power and sensitivity.

Emotional intelligence is related to, among others, the ability of a person (teachers) to manage emotions towards oneself and others, motivate oneself to face difficulties and achieve success in life, have empathy, compassion, sincere love, and be able to communicate politely with others in terms of This includes students. This is also in line with Coleman's opinion in Danquah (2014). which states that emotional intelligence is the ability of a teacher to regulate his emotional life, maintain emotional harmony and express it through self-awareness, self-control, self-motivation, empathy and social awareness. Labbaf et al. (2011) stated the results of their research that the development of emotional skills contributes to academic and career development (Situmorang & Salim, 2021; Salim et al., 2023). Based on

the problems in the background of the problem, the authors conducted research related to the influence of teachers' emotional intelligence and job stress on teachers' performance at public high schools in Rokan Hilir Regency.

## Literature Review

### Teachers' Performance

According to Abdillah & Anita (2016), teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties by following the responsibilities given to him. Teacher performance is the ability to increase competence in carrying out tasks to produce qualified and competent students. Indicators in teacher performance assessment are planning to learn, implementing quality learning processes, and assessing and evaluating learning outcomes. Furthermore, Pianda (2018) defined performance as something achieved, demonstrated achievement, or workability possessed by a workforce. Performance is the result of work in quality and quantity achieved by an employee in carrying out his duties by following the responsibilities given to him. In modern organizations, performance appraisal provides an important mechanism for management to use to define performance goals and standards and to motivate individual performance in the future. Furthermore, Kurniati (2022) defined performance as the results or what comes out of a job and their contribution to the organization. Based on the opinions of the experts above, it can be concluded that teacher performance is the work achieved by teachers by their respective authorities and responsibilities based on knowledge, attitudes, skills, and motivation in carrying out tasks.

Employee performance measurement is based on what the employee does in the field of duty assigned to him. Therefore, the measurement of teacher performance refers to the implementation of the teacher's duties, namely carrying out teaching and learning activities in schools. So that the teacher's performance is meant in this case is the performance in the implementation of the teaching and learning process. Performance in carrying out the teaching and learning process is defined as the success of teachers as teaching staff in completing work with the object of assessment in the process, namely carrying out the teaching and learning process which includes planning, implementation, and evaluation. Planning includes compiling syllabus, discussing with team teaching, making SAP, determining methods, teaching aids, media, learning resources, planning exam materials and implementing the teaching and learning process, structured assignments according to SAP and schedules, and evaluating the subjects that are their responsibility, provide feedback on learning outcomes (Handayani, 2019). Indicators of assessing teacher performance can be done with three learning activities in the classroom (Ministry of National Education, 2003), namely: Planning of learning activity programs, Implementation of learning activities, and Evaluation or assessment of learning.

### Emotional Intelligence

The meaning of emotion is often wrong because emotion is generally interpreted as anger. Emotion is a way that appears in the individual in response to the phenomena he faces, such as angry emotions. Sometimes it is difficult to distinguish between emotions and feelings, but it can be illustrated that emotions contain a clearer character and situation than feelings. Feelings are statements about the soul of a person or individual at a certain time, whether happy or not happy (John, 2011). According to Goleman (in Labbaf, 2011), the root of the word emotion comes from the word "move", a Latin verb which means to move, to move, plus the prefix "e", to give the meaning of moving away, implying that the tendency to act is something absolute in emotion. This is a result of a stimulant that causes the emergence of a desire to act.

Feelings and emotions are the inner atmospheres experienced by a person at a time. Feelings are related to a calm, hidden, and closed inner atmosphere while emotions show an inner atmosphere that is more dynamic, turbulent, visible, and open because it is more manifested in physical behavior. Based on the understanding that has been described, it can be concluded that emotion is the character of a teacher in dealing with students both in good and bad conditions. Based on some of the opinions of the experts above, it can be concluded that the definition of emotional intelligence is a person's potential to understand

one's desires and the desires of others so that they can feel, communicate and describe emotions. However, this is discussed in more depth by psychologists, including Goleman's opinion as well as Salovey and Mayer explaining that EQ includes five basics, but Goleman (in Azwar, 2011), categorizes it into two parts, including personal skills and social skills.

**Work Stress**

The problem of work stress in corporate organizations has become an important symptom to be observed since the demands for efficiency at work began. As a result of work stress, people become nervous, feel chronic anxiety, and increase tension in emotions, thought processes, and individual physical conditions. In addition, as a result of job stress, it often creates problems for the workforce, both in the executive group (white-collar workers) and ordinary workers (blue-collar workers). Work stress can interfere with the health of workers, both physically and emotionally.

From the description above, it can be concluded that the occurrence of work stress is due to an imbalance between the personality characteristics of the teacher and the characteristics of the aspects of his work and can occur in all working conditions. The existence of certain attributes can affect the stress resistance of a teacher, namely, work environment factors and personal factors.

Indicators of severe stress if not managed properly can lead to depression, sleeplessness, overeating, minor illnesses, disharmony in making friends, decreased efficiency and productivity, excessive alcohol consumption, and so on. Today's life with intense competition can make people experience stress, one of the causes is the workload that is piling up.

**Methods**

This is a quantitative study that uses simple linear regression analysis techniques to gain an overview of the effect of teachers' emotional intelligence and job stress on the performance of State Senior High School teachers in Rokan Hilir. Correlation analysis is used to determine whether or not there is a close relationship between the two variables. This study was carried out in all public high schools in the Rokan Hilir Regency area, a total of 34 schools. The population of this study was all teachers at public high schools who served in Rokan Hilir Regency, namely 879 teachers (Rokan Hilir District Education Office, 2016). The sampling technique used was purposive sampling with a sample size of 10% of the population, namely 90 people.

The characteristics of the respondents described are based on gender, employment status, age, education, and length of work. The following characteristics of teachers' respondents describe the distribution of respondents by gender where most of the respondents' teachers are 58 women (64%) and 32 men (36%). When viewed from the educational background, the teachers involved in this study were all teachers with an undergraduate education background.

The data obtained through the circulation of questionnaires related to teachers' performance, emotional intelligence, and job pressure are qualitative. Therefore, for research, the data is first transformed into quantitative form by providing a scale for each alternative answer choice for each related statement. The data measurement scale used to quantify the qualitative data is a Likert scale (Likert scale) with intervals of 1 to 4.

The research instrument has been tested for validity and reliability. The instrument is valid on all items not less than or equal to 0.207 (r table). A reliable instrument with reliability test results as follows:

Table 1. Reliability Test

Indicator	Cronbach's Alpha	Critical Value	Conclusion
Emotional intelligence	0.893	0.6	Reliable
Job stress	0.906	0.6	Reliable

Table 2. Multicollinearity Assumption Test Results

Variable	Tolerance	VIF	Information
Emotional intelligence	0.437	2.286	Multicollinearity does not occur
Job stress	0.437	2.286	Multicollinearity does not occur

According to the table above, the regression model in this study does not exhibit multicollinearity because the VIF value is less than ten and the tolerance value is greater than ten percent. Figures 10 and 10% are cut-offs used to determine the value of VIF and tolerance (Sugiyono, 2012). Furthermore, multiple regression analysis was used to test the hypothesis using quantitative descriptive analysis.

To clarify the implementation of the research and at the same time facilitate understanding, it is necessary to explain a framework of thought as the basis for understanding. The conceptual framework can be described as follows (Figure 1).

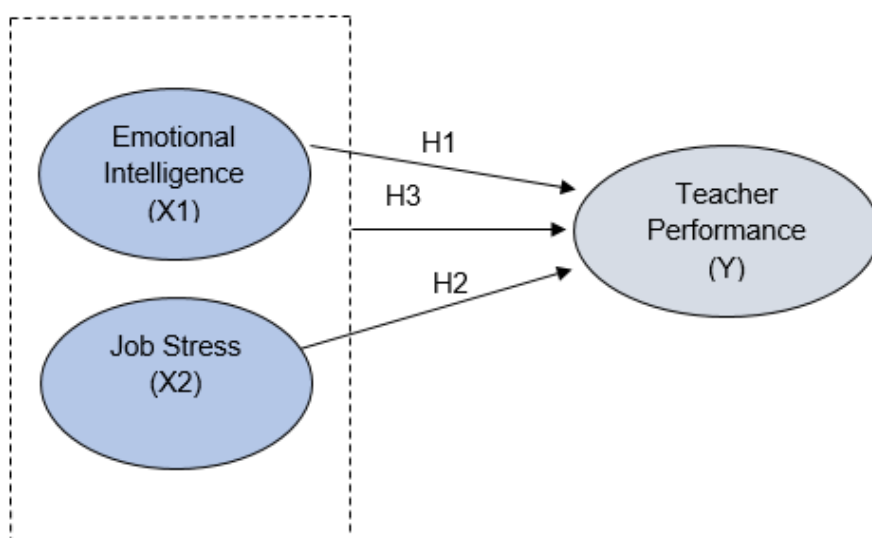


Fig. 1- Research Concept Framework

## Results and Discussion

The calculated F result from the simultaneous test results is 460.353, while the F table value is 3.10. This indicates that F count > F table with a significance value of 0.000 alpha 0.05. As a result, Ho is rejected, and Ha is accepted. It means that both job stress and emotional intelligence have a significant impact on teachers' performance.

Table 3. Anova b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6027,440	2	3013,720	460,353	.000 <sup>a</sup>
	Residual	569,549	87	6,547		
	Total	6596,989	89			

a. Predictors: (Constant), job stress, emotional intelligence

b. Dependent Variable: teachers' performance

To measure how far the ability of independent variables in explaining the variation of the dependent variable is, the coefficient of determination (R<sup>2</sup>) is between zero and one.

Table 4. Model Summary b

Model	R	R Square	Adjusted Square	R <sup>2</sup> Std. Error of the Estimate	Durbin-Watson
1	.956 <sup>a</sup>	.914	.912	2,559	1,653

a. Predictors: (Constant), job stress, emotional intelligence

b. Dependent Variable: teachers' performance

It is known that R Square is the coefficient of determination. And obtained the value of R Square of 0.914. It means that the contribution of the influence of the independent variable on the dependent variable is 91.4%. While the remaining 8.6% is influenced by other variables that are not included in this regression model.

Table 5. Multiple Regression Analysis

Model	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	-1.451	1,715		-.846	.400		
emotional intelligence	.719	.034	1,000	21.002	.000	.437	2.286
job stress	-.049	.039	-.060	-1,268	.208	.437	2.286

a. Dependent Variable: teachers' performance

That is, the constant (a) has a value of -1.451. If emotional intelligence and job stress are both zero, then the teachers' performance has decreased by 1.451. The regression coefficient value for the emotional intelligence variable is 0.719, which means that every unit increase in emotional intelligence increases the teachers' performance by 0.719. The job stress variable has a regression coefficient value of -0.049, which means that every unit increase in job stress reduces teachers' performance by 0.049.

Discussing emotional intelligence means discussing the ability to manage emotions. The results showed that it was known that t count (21.002) > t table (3.183) and Sig. (0.000) < 0.05. This means that the variable of emotional intelligence has a significant impact on teachers' performance. Teachers' emotional intelligence is demonstrated by empathy, and the ability to establish a strong relationship with pedagogical competence. This means that if the teachers can empathize and form positive relationships, the teacher's personality is relatively mature. Motivation is powerful in and of itself, but it also has strong relationships with pedagogy. This means that highly motivated teachers will be able to effectively carry out the learning process. Teachers, as teachers and educators, must be able to become individuals who can be imitated and serve as role models and role models for both students, parents of students, and the community in carrying out their duties.

Show social awareness (empathy) to students and coworkers. Empathy also entails being able to see other people's points of view, particularly students, to understand the source of students' difficulties receiving lessons, and adjust learning methods that are appropriate for students. Capable of establishing a mutual trust relationship and harmonizing with various types of individuals (students and colleagues) to establish harmonious and synergistic relationships. Harmonious relationships will foster a comfortable learning and teaching environment. Being able to motivate yourself will cause the spirit and passion for work, to work with the best, able to motivate learners to be able to learn the good, able to motivate the participant students to achieve the highest learning achievements. Thus, it can be stated that emotional intelligence is significantly correlated with teachers' performance.

Perloff (1997) explained: "... emotional intelligence". . . refers to the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships . . .". This opinion reveals that emotional intelligence refers to the capacity to recognize the feelings of oneself and others, the capacity to motivate oneself, and the capacity to manage emotions well in oneself and relationships with others.

Istan and Hardinata (2020) concludes the understanding of emotional intelligence by stating: "According to them, emotional intelligence is the ability to monitor one's own and other's emotions, to discriminate among them, and use the information to guide one's thinking and actions." This opinion

reveals that emotional intelligence is the ability to understand one's own emotions and the emotions of others to distinguish them and use the information to direct one's thoughts and actions.

Clark et al. (2003) stated: "emotional intelligence is about knowing what you are feeling, and being able to motivate yourself to get jobs done. It is sensing what others are feeling and handling relationships effectively." This opinion reveals that emotional intelligence is about how a person knows what he feels that can motivate himself to be able to do tasks better so that he will be able to establish better relationships with other parties.

The notion of emotional intelligence is also stated by Roether and Dulewicz (2011): "Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand, and explain emotions." This opinion states that emotional intelligence is the potential from within a person to be able to feel, use, communicate, recognize, remind, and describe emotions.

The findings of the study are also supported by the findings of a study conducted by Ainnisya and Susilowati (2018), who concluded that emotional intelligence affects performance. Sinaga and Sinambela (2013) research also concludes that emotional intelligence has a significant influence on teachers' performance. Emotional intelligence is a mental condition that a person possesses that is graded in the sense that everyone has a different level. This is consistent with Oktalia (2017) belief that emotional intelligence is the ability to feel in a way that is honest with one's conscience.

According to William James (in Parker & DeCotiis, 1983), emotion is a state of spiritual mind that is related to his condition. This is consistent with Parker and DeCotiis (1983) belief that mood coordination is the foundation of healthy social relationships. When someone is adaptable to the moods of other people, they have a good level of emotionality and will find it easier to adjust to the social and school environment. The results of the study on the effect of job stress on teachers' performance at public high schools in Rokan Hilir Regency can be seen in the  $t$  count  $(-1,268) > t$  table  $(3.183)$  and  $\text{Sig. } (0.208) > 0.05$ . This means that the job stress variable has a significant effect on teachers' performance but with an inverse relationship. The lower the teachers' job stress, the higher the resulting performance.

Some teachers believe that this is the source of job stress in terms of career development opportunities and personal problems. Opportunity to develop a career for the teachers is a challenge in itself because teachers must have certification, and continue the program of study post graduate; while only a few teachers' have personal problems. Overall, it is safe to say that the teachers at SMA Negeri Tangerang Selatan City do not face job stress (relatively low job stress). According to the analysis of the description of the variables of job stress, the stress level of work of teachers is low, and as a result, things are far from having an impact on teachers' performance. Teachers who can effectively control their stress and intelligence emotions will be able to achieve high levels of performance. Psychologically, stress-reduced work will assist teachers' in mobilizing all sources of power to meet a variety of requirements or needs at work. However, if the stress becomes too much, the teachers may have difficulty carrying out their duties as teachers.

Depending on how high the levels of stress are, stress has the potential to either encourage or hinder the implementation of the work. According to Reed (1988), there is an inverse relationship between stress and performance. This means that when job stress levels are low, performance levels are high, and vice versa. Stress does not always have a negative or negative outcome. According to Zuhri (2019), there is a type of stress that is healthy, positive, and constructive, known as eustress. According to the findings of this study, only the dimensions of school environmental conditions, namely technological advances and changes in bureaucratic policies, have a significant influence. That adds a new (Cox & Hassard, 2005), stress is a force that suppresses individuals which is a response to stressors. The source of stress itself comes from the interaction between the stimulus and the environment with the individual's response. The consequences of job stress not only affect performance but can also affect the health of individuals who experience it, this is by Burke's findings (Khodijah, 2006), who examined employed women, Burke examined the relationship between job stress and health. One of the findings is that there is a positive relationship between job stressors and psychosomatic symptoms. This means that if there are more stressors, the tendency to experience psychosomatics is also greater.

Job stress is conceptualized from the point of view, namely stress as a stimulus, stress as a response, and stress as a stimulus-response. Stress as a stimulus is an approach that focuses on the environment. The definition of stimulus views stress as a force that pressures individuals to respond to stressors. This approach views stress as a consequence of the interaction between environmental stimuli and individual responses (Semmer, 2003). Stress is a response to adaptation which is influenced by individual differences and psychological processes, as a consequence of environmental actions, situations, or events that hold too many psychological and physical demands on a person. Thus, it can be concluded that job stress arises because of environmental demands and the response of each individual in dealing with it can be different.

The problem of job stress in corporate organizations has become an important symptom to be observed since the demands for efficiency at work began. As a result of job stress, people become nervous, feel chronic anxiety, and increase tension in emotions, thought processes, and individual physical conditions. In addition, as a result of job stress, it often creates problems for the workforce, both in the executive group (white-collar workers) and ordinary workers (blue-collar workers). Job stress can interfere with the health of workers, both physically and emotionally.

From the description above, it can be concluded that the occurrence of job stress is due to an imbalance between the personality characteristics of the teachers and the characteristics of the aspects of his work and can occur in all working conditions. The existence of certain attributes can affect the stress resistance of teachers, namely, work environment factors and personal factors.

The movement of the body's defense mechanisms is not the only possible consequence of contact with a stressor. The consequences of stress are many. There are some positive ones such as increasing motivation, being stimulated to work even harder, or getting inspired to live a better life. But many of them are destructive and dangerous. Ali and Agustian (2018) have identified the effects of stress, which may appear. The categories compiled by Cox include subjective effects, Behavioral effects, Cognitive effects, and Physiological effects. Employees can talk to other people about the problems they face, or at least there is a place to complain about their complaints. There are four approaches to job stress in the opinion of Riswari et al. (2018), namely: Social Support Approach, Meditation Approach, Biofeedback Approach, and Personal Health Approach. Work environment factors can be in the form of physical conditions, office management, and social relations in the work environment. Meanwhile, personal factors can be in the form of personality type, personal events/experiences as well as socio-economic conditions of the family in which the individual resides and develops himself. However, the second factor is not directly related to working conditions, but because the impact of work is quite large, personal factors are placed as a source or cause of stress.

Jamal (1990) identified several negative employee behaviors that affect the organization. According to this researcher, the stress faced by employees is correlated with a decrease in work performance, an increase in absenteeism from work, and a tendency to have accidents. In short, some of the negative impacts caused by job stress can be in the form of 1) The occurrence of chaos, obstacles both in management and work operations. 2) Disturbing the normality of work activities, 3) Reducing productivity levels, and 4) Reducing company income and profits. Financial losses are experienced by the company because of the imbalance between productivity and costs incurred to pay salaries, benefits, and other facilities.

The test results show that the value for the significance of the variables of Emotional Intelligence and Job Stress on the performance of State Senior High School teachers in Rokan Hilir Regency is  $0.000 < 0.05$  so the hypothesis in this study is accepted and  $H_0$  is rejected. This means that there is an influence of emotional intelligence and job stress on the performance of state high school teachers' in Rokan Hilir Regency simultaneously. So, the higher the emotional intelligence and the lower the job stress can improve the performance of high school teachers' in Rokan Hilir Regency.

This means that although it partially job stress does not affect performance, together with emotional intelligence will affect performance. In other words, the stress of work that experienced teachers' do not affect their performance because teachers' have the intelligence of emotions well so they can manage the stress of work just fine. Research conducted Hidayati et al., (2011), supported the findings of researchers that job stress simultaneously affects teachers' performance at SMA Negeri Rokan Hilir Regency.



The process of learning and education, as well as character development, must involve not only knowledge but also the soul. Teachers who attend class to guide students should do so with all of their body and soul, which means that they should not only be concerned with the sport that is on display, but also with their heart (his heart). Thus, the goal of national education, namely the development of student's potential to become human beings of faith, piety, and noble character, will be met. Stress can be felt psychologically by anyone at work, no matter where he works. The level or magnitude of stress can be low, medium, or high. Low stress will not interfere with the implementation of the work and even stress can motivate a person to achieve lackluster performance even better, in terms of this healthy stress.

As described by Rodríguez-Triana et al. (2015), there is an inverse relationship between stress and performance. Teachers' performance is the work of teachers in schools to educate, nurture and guide and train students that are based on teaching skills, competence, stability of emotion, responsibility, and the spirit of fighting whose height will produce high performance and will ultimately result in learning achievement participant learners who both by the demands of society and parents are also in line with the goals of national education. This is by the research of Priyono & Suhariadi (2020) that "teachers' performance evaluation must be based on a theoretical basis and teachers' performance builds student achievement". Stress can be experienced by anyone at work, not except teachers. The level or magnitude of stress can be low, medium, or high. Low stress will not interfere with the implementation of work, even stress can encourage someone to be eager to achieve better performance, in this case, healthy stress. Therefore, with emotional intelligence, good teachers will be able to cope or manage the stress of work, so that emotional intelligence and stress of work simultaneously/together significantly affect the performance of teachers.

Organizations depend on individual performance, motivation, and the ability to interact to determine performance, group behavior and interpersonal influences also provide power over organizational performance. The success of a school in improving its performance is largely determined by the extent to which every employee in the agency can carry out their duties properly. The inability of employees to complete their tasks not only has an impact on low work productivity but also harms the achievement of overall agency goals. Therefore, improving teachers' performance is very important for improving agency performance. The better the performance of employees who work in certain agencies, the more organizational goals will be achieved. On the other hand, the lower the teachers' performance, the lower the agency's performance.

Even though a school has good work equipment, if it is not supported by employees who can complete tasks as expected, efforts to improve agency performance will experience obstacles. In the opinion of Sinaga and Sinambela (2013) which states "the achievement of the goals of the organization/company is only possible because of the efforts of the actors contained in the organization/company. In this case, there is a close relationship between individual performance and institutional performance or company performance. In other words, if a person's performance is good, likely, the company's performance is also good. Another opinion was also expressed by Prawirosentono quoted by Clark et al. (2003) stating that individual performance (individual performance) with institutional performance (institutional performance) or organizational performance (corporate performance) has a close relationship. In other words, if the individual performance (individual performance) is good, likely, the organizational performance (corporate performance) is also good. Good performance of an employee if it has the expertise (skills) high, is willing to work for a salary or is paid by the agreement, and has hope (expectation) for a better future.

Employee performance measurement is based on what the employee does in the field of duty assigned to him. Therefore, the measurement of teachers' performance refers to the implementation of the teachers' duties, namely carrying out teaching and learning activities in schools. So that the teachers' performance is meant in this case is the performance in the implementation of the teaching and learning process. Performance in carrying out the teaching and learning process is defined as the success of teachers as teaching staff in completing work with the object of assessment in the process, namely carrying out the teaching and learning process which includes planning, implementation, and evaluation. Planning includes compiling syllabus, discussing with team teaching, making SAP, determining methods, teaching aids, media, learning resources, planning exam materials and implementing the teaching and learning process, structured assignments according to SAP and schedules as well as evaluating the subjects they are responsible for, provide feedback on learning outcomes (Istan & Hardinata, 2020).

## Conclusion

The test results show that there is an effect of emotional intelligence and job stress on the performance of state high school teachers' in Rokan Hilir Regency simultaneously. So, the higher the emotional intelligence and the lower the job stress can improve the performance of high school teachers' in Rokan Hilir Regency. For the leadership of the State High School of Rokan Hilir Regency, it is recommended to pay attention to the emotional intelligence of the teachers. This is because based on the results of research conducted that emotional intelligence can affect teachers' performance. In other words, the better the emotional intelligence, the better the performance.

## Conflict of Interest statement

The authors declare no conflict of interest in this paper.

## Data Availability Statements

Data available on request from the authors.

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