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Implementing of Religiosity and Emotional Intelligence Towards Educational Sustainability on Teacher Performance

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ABSTRACT

Objectives: Teacher performance is an important component and influences improving the quality of education, so managing teacher performance is important to achieve the goals of quality education. This research aims to determine the influence of creativity, religiosity and emotional quotient on teacher performance in motivational moderation (study at the Dinamika Cikarang Education Development Foundation).

Methodology: This research method uses quantitative methods, the population in this research is 110 teachers. The sampling technique in the research used the Slovin formula, with a total sample of 86 teachers. Research data was collected through distributing questionnaires, data analysis using Structural Equation Model – Partial Least Square (SEM-PLS)

Finding: The results of the research show that: creativity, religiosity and emotional quotient have a positive and significant effect on teacher performance, motivation is not able to moderate the influence of emotional quotient on teacher performance, motivation is able to partially moderate teacher performance, and motivation is able to partially moderate the effect of religiosity on performance Teacher.

Conclusion: The contribution of this research is the findings that can be used as a basis for human resource management policies in improving company performance.

Keywords: Creativity; Religiosity; Emotional Quotient; Teacher Performance; Merdeka Belajar Curriculum

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INTRODUCTION

The Merdeka Belajar Curriculum is the newest curriculum for the 2023-2024 school year, a curriculum with diverse intracurricular learning, where the content presented to students will be more optimal with the aim that students will have enough time to deepen concepts and strengthen competencies. The Independent Curriculum gives teachers the freedom to choose various teaching tools, so that learning can be tailored to the learning needs and interests of students (Ramadhan, 2023). Education is one thing that humans need to improve the quality of human resources to support a more advanced and prosperous life. The teacher is a figure needed in the implementation of education in schools. Teachers have an

important and very strategic role through their performance (Iskandar, 2013). Teacher performance is important in realizing national education goals which also determines the high or low quality of education, however teacher performance is also influenced by various factors both from within and outside the individual teacher (Soelton et al., 2024; Soelton & Nugrahati, 2018; Mumtaz et al., 2023).

Teachers are employees of school agencies or foundations. Mangkunegara (2019) states that employee performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Simamora in Mangkunegara (2019); Soelton (2023) stated that performance is influenced by three factors, namely individual factors, psychological factors and organizational factors. Research related to teacher performance conducted by Pratiwi (2021), aims to determine the factors that influence teacher performance in kindergarten. The results of the research show that psychological factors, namely teacher motivation, influence teacher performance. Research also related to other performance was also carried out by Huili Su et. al, (2022), the research conducted aimed to determine the influence of teachers' emotional intelligence on teaching creativity, and the results of the research showed a high correlation between emotional intelligence and teaching creativity of secondary school English teachers working in Jilin Province, China.

Ratnasari's research (2021) states that motivation is a factor that determines the high and low performance of a teacher. Motivation is a series of processes that generate, direct and maintain human behavior for the achievement of certain goals (Greenberg and Baron, 2008). Motivation is a process that explains the intensity, direction and persistence of an individual to achieve his goals. In this context, the motivation in question is a focus on organizational goals to reflect interest in work-related behavior (Robbins and Judge, 2008). Research related to teacher performance has also been carried out by Soelton (2023); Nurhadi (2023), this research aims to analyze the influence of Religiosity and competence on teacher performance at SDN Klender 06 Duren Sawit, Jakarta, East. The results of the research show that Religiosity and competence have a very strong relationship to performance. teacher at Primary School, Jakarta.

The results of research related to performance conducted by Khairunnisa & Gulo (2022) state that work motivation does not have a significant effect on employee performance, this is different from research conducted by Fauzah et al, (2020) which shows that motivation has a positive and significant effect on employee performance. , this is in line with research by Ratnasari (2023) which also states that motivation has a significant effect on teacher performance. Motivation is a certain psychological state in a person that arises because of the urge to fulfill needs (Damayanti et al., 2021). Motivation will arise when individuals seek optimal satisfaction of certain needs (Giauque et al. in Riyanto & Prasetyo, 2021).

Ratnasari's research (2023) also states that creativity has no significant effect on teacher performance, this is different from research conducted by Yusrita et al., (2019) which stated that there is a positive and significant influence of creativity on employee performance. Other research related to religiosity by Mukafi et al. (2022) stated that there is a significant relationship between teacher religiosity and teacher teaching performance, while from the research of Setiawan et al. (2021) stated that the dimension of religious practice has a positive and significant effect on employee performance. while the dimensions of religious belief and fear of retribution or torture on employee performance do not have a significant effect. Referring to the research above, school educational institutions should provide educational services of good quality and quality, and this is a top priority and a measure of competitive

advantage in the world of education, so that every school educational institution can periodically evaluate teacher performance to be able to find out the factors that trigger a decline in teacher performance to be able to find solutions to improve it.

LITERATURE REVIEW

Creativity

The definition of creativity according to Munandar (2012) in Riadi (2020), creativity is the ability to create something new, as the ability to provide new ideas that can be applied in solving problems, or as the ability to see new relationships between previously existing elements, definition Creativity is also strengthened by Romly (2022). Creativity is a talent that an individual has had since birth. This ability is useful for creating new things or arranging new elements into something new and different from before. According to Munandar (2012), there are four dimensions of creativity, namely person, press, process, product.

Religiosity

The definition of Religiosity according to Glock and Stark (1965) states that religion is a symbol, belief system, institutionalized system of behavior, all of which are centered on problems that are lived as the most meaningful (ultimate meaning), while the definition of Religiosity in the Regulation of the Minister of Education and Culture (Permendikbud) number 20 of 2018 is to describe the character of people who practice religious values, while according to (Hayat & Suryadi, 2021) states that "religiosity" is the level of a person's belief and attitude towards religious teachings and the implementation of rituals within the framework of a relationship with God and others. As for Religiosity, according to Fetzer (1999), Religiosity is something that focuses more on behavioral and social issues and is a doctrine of every religion or group (pelajaran.co.id 2023).

Emotional Question

According to Goleman (2002) emotional intelligence is a person's ability to manage their emotional life with intelligence (to manage our Emotional life with intelligence); maintaining emotional harmony and its expression (the appropriateness of Emotional and its expression) through the skills of self-awareness, self-control, self-motivation, empathy and social skills. In connection with the nature of emotion, Beck expressed the opinion of James and Lange who explained that Emotion is the perception of bodily changes which occur in response to an event (emotion is the perception of physical changes that occur in response to an event). This definition is intended to explain that emotional experiences are perceptions of reactions to situations. (Hamzah, 2006)

Teacher Performance

According to Joen et al., (2022), performance is a result of work that has been achieved or carried out by employees in carrying out their duties in accordance with the responsibilities given. A result of a process that is referred to and measured over a predetermined time period is called performance. which can become a strong foundation for the company to achieve success. By increasing employee performance, it will influence

organizational performance so that it can achieve organizational goals. This is related to the term performance which comes from the words job performance or actual performance which means work performance or actual achievements achieved by someone. Work results are the results obtained by employees in carrying out their work in accordance with requirements or performance standards. Therefore, an employee can be said to be successful in carrying out his work or has good performance if the work results produced are higher than performance standards.

Motivation

Abraham Maslow stated that motivation is something that is constant (fixed), never ends, fluctuates and is complex, and this is mostly a characteristic. Motivation is the provision of driving force that creates enthusiasm for someone's work, so that they want to work together, work effectively and integrated with all efforts to achieve satisfaction (Hasibuan, 2014). According to Uno & Koni (2013) work motivation is one of the factors that determines a person's performance. How big or small the influence of motivation on a person's performance depends on how much intensity of motivation is given universally to every activity of the organism (Prawira, 2014). Sutrisno (2016) stated that motivation is a factor that encourages a person to carry out a certain activity. Motivation is often interpreted as a factor that drives a person's behavior. Motivation is a variety of behaviors shown towards a target by the level of effort a person makes in pursuing a particular goal. According to Thoha (2012) motivation is the desire to achieve some goal or the driving force for someone to carry out activities to achieve their goals.

The Influence of Creativity on Teacher Performance

According to Beghetto and Kaufman (2014) in Ade Sastrawijaya (2023), creativity in the world of education, especially teachers, can be demonstrated through practices that support creativity, namely explicitly teaching students to think creatively, providing opportunities to choose and discover, encouraging students' intrinsic motivation, providing an opportunity for students to use their imagination while learning. This implies that teachers need to continue to foster their creativity by frequently participating in professional training activities, continuing their studies, diligently reading relevant research, and always having discussions with other teachers about improving the quality of learning (Arifani & Suryanti, 2019). This emphasizes the link between creativity and teacher performance. Research by Serang et al, (2023) shows that there is a positive and statistically significant relationship between teacher creativity and their level of partial competence and Soft Skills, meanwhile innovation supported by competence and soft skills makes teacher competence, soft skills and creativity significantly affect the effectiveness of their performance in the classroom.

H1: Creativity has a positive and significant effect on teacher performance.

The Effect of Religiosity on Teacher Performance

According to Glock and Stark in Yaumil Tri Falikah (2021), religiosity can be said to be religious values that enter into human beings, thus playing a major role in efforts to develop human character. This is the reason why in the history of nations in the world, many religions teach that virtue is a kind of embodiment of ideals to make people honest and pious in the future. A person's religiosity includes various sides or dimensions, one of which is the

Consequence dimension showing the impact of religious teachings on general behavior, which is not directly and specifically determined by religion (such as in the dimension of religious practice). This is the effect of religious teachings on individual behavior in their daily lives, including at work. The theory above is strengthened by research by Harani (2022), that there is a positive and significant influence of religiosity on teacher performance, as well as the level of loyalty which is also significant on teacher performance.

H2: Religiosity has a positive and significant effect on teacher performance.

The Influence of Emotional Quotient on Teacher Performance

According to Goleman (2002) emotional intelligence (Emotional quotient) is a person's ability to manage their emotional life with intelligence (to manage our Emotional life with intelligence); maintaining emotional harmony and its expression (the appropriateness of Emotional and its expression) through the skills of self-awareness, self-control, self-motivation, empathy and social skills. Research by Nurbab, et al. (2022) states that Emotional Questions (EQ) has a positive and significant influence on performance. Ekowati et al, (2020) strengthens the research of Nurbab, et al. (2022) that Emotional Intelligence has an effect on Teacher Performance of 0.356, which means that the higher the Emotional Intelligence of the teacher, the higher the Teacher Performance.

H3: Emotional questions have a positive and significant effect on teacher performance.

The Influence of Creativity on Religiosity

Meanwhile, according to Munandar (2012) in Riadi (2020), creativity is the ability to create something new, as the ability to provide new ideas that can be applied in solving problems, or as the ability to see new relationships between previously existing elements, while several aspects of creativity according to Sternberg (1999) which can be a driver of a person's ability to develop creativity are fluency of thinking, flexibility of thinking, elaboration of thoughts and originality of thinking, and according to Fetzer (1999) states that Religiosity is something that focuses more on behavioral issues, social and is a doctrine of every religion or group, where it can be concluded that there is a relationship between creativity and religiosity.

H4: Creativity influences religiosity

The Influence of Religiosity on Emotional Quotient

According to Glock and Stark (1965), a person's religiosity includes various sides or dimensions, one of which is the experiential dimension which is a form of response to God's presence felt by a person or religious community. The response to God's presence in a person or religious community is reflected in the presence of strong religious emotions. There is an abundance of admiration, fascination and respect, this is related to the person's Emotional Quotient. Meanwhile, emotional intelligence according to Goleman in F. Nasution (2023) according to Daniel Goleman, emotional intelligence is the ability to control one's own emotions, raise one's own enthusiasm, and build good relationships with other people. (is a person's ability to manage their emotional life with intelligence); maintaining the harmony of emotions and their expression (the appropriateness of Emotional and its expression) through the skills of self-awareness, self-control, self-motivation, empathy and social skills.

H5: Religiosity influences Emotional Questions

The Influence of Creativity on Teacher Performance which is moderated by Motivation

Chomighud & Aravelo (2022) stated that the level of motivation felt by teachers is "very high" in terms of aspects such as existence needs, relatedness and growth needs, and research also found that motivation has a significant effect on teacher performance. Research by Serang et al, (2023) shows that there is a positive and statistically significant relationship between teacher creativity and their level of partial competence and Soft Skills, meanwhile innovation supported by competence and soft skills makes teacher competence, soft skills and creativity significantly affect the effectiveness of their performance in the classroom.

H6: Motivation is able to moderate the influence of creativity on teacher performance

The Influence of Religiosity on Teacher Performance which is moderated by Motivation

According to Glock and Stark (1965), a person's religiosity includes various sides or dimensions, one of which is the consequence dimension, which shows the impact of religious teachings on general behavior, which is not directly and specifically determined by religion (such as in the dimension of religious practice). This is the effect of religious teachings on individual behavior in their daily lives. Abraham Maslow stated that motivation is something that is constant, never ending, fluctuating and complex, and this is mostly a characteristic. Motivation is the provision of driving force that creates enthusiasm for someone's work, so that they want to work together, work effectively. and integrated with all its efforts to achieve satisfaction (Hasibuan, 2014)

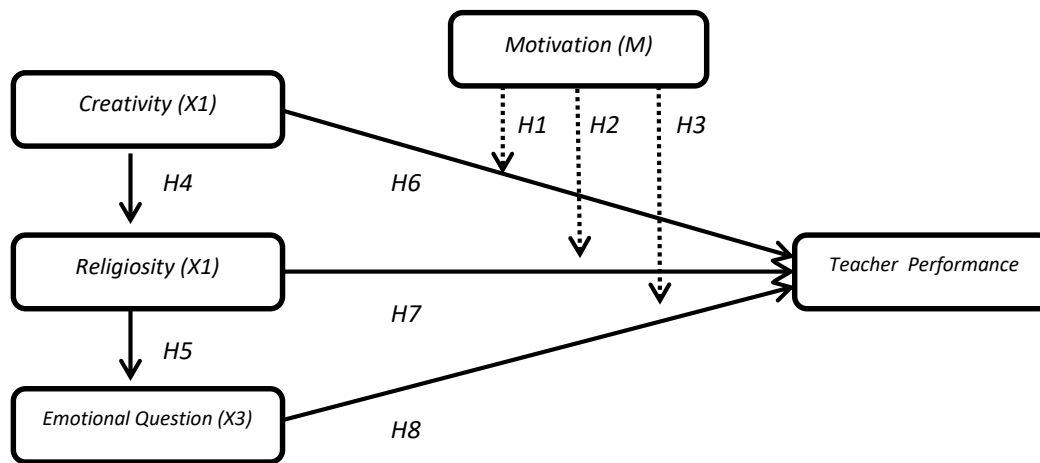
H7: Motivation can moderate the influence of religiosity on teacher performance

The Influence of Emotional Quotient on Teacher Performance which is moderated by Motivation

According to Gibson (1987), there are 3 factors that influence performance, including individual, psychological and organizational factors, and psychological factors (perception, role, attitude, personality, motivation and job satisfaction) are related to emotional intelligence (Emotional questionnaire), and motivation is able to moderate the relationship between emotional questions and teacher performance. Daniel Goleman explains in his book that emotional intelligence in this case is a human's personal ability to restrain emotions and social interactions to face all the problems that exist in their environment. Emotional intelligence is a type of intelligence that can achieve success in life.

H8: Motivation is able to moderate the influence of emotional questions on teacher performance

Figure 1. Conceptual framework



METHOD

The research design begins with identifying problems at the research location, formulating the problem, and developing a basic theory to strengthen the foundation of each variable. So the sampling technique in this research uses purposive sampling, namely a technique for determining samples using certain criteria. There are three fields that meet these criteria and are allowed to become research samples at the Cikarang Dinamika Education Development Foundation.

This research uses a quantitative approach where the survey was conducted using a questionnaire method with SEM (Partial Least Square) methodology. The population in this study were 86 teachers from IT Insan Kamil Kindergarten, Insan Kamil IT Elementary School and Insan Kamil IT Middle School, which are schools under the auspices of the Dinamika Cikarang Education Development Foundation.

This research uses primary data collected through an online questionnaire with a Likert scale, and secondary data through interviews with school principals and school education staff. Items for each variable (independent mediating and dependent variables) were adapted from previous research (Soelton et al., 2022; Nurjanah et al, 2022; Nanda et al, 2020; Saratian et al., 2020) with slight modifications.

Before using the questionnaire, validity and reliability tests are first carried out. Structural Equation Modeling (SEM) is applied to econometric and psychometric insights in social science studies because it can test additive models and is theoretically validated (Haenlein & Kaplan, 2004; Statsoft, 2013). Next, data analysis uses PLS-SEM (Partial Least Square Structural Equation Modeling). This method is based on Covariance Approach SEM (CB-SEM) and Partial Least Square-SEM (PLS-SEM) with strengths and weaknesses, especially with the resulting statistical assumptions and fit statistics. CB-SEM has several limitations and only follows certain criteria, 1) the sample must be large, 2) the data must be normally distributed, 3) the construct indicators must be reflective and 4) trigger factors (errors) are caused by the inability of the program to produce results because the model does not identified (Reinartz. et al., 2009; Sarstedt & Hwang, 2020). Therefore, this limitation can be overcome by Partial Least Square-SEM (PLS-SEM), the development of a complex causal relationship model with latent variables. In addition, it is strong or immune to multivariate

statistics which simultaneously handle several response and explanatory variables (Ramzan & Khan, 2010).

RESULTS AND DISCUSSION

Result: Based on the results of research conducted on 86 respondents, namely all teachers from the Cikarang Dinamika Education Development Foundation, it shows that of the 86 respondents the highest number was respondents aged between 33-39 years, namely 41 respondents or 47.7% and the lowest were respondents with ages between 19-25 years, there were 7 respondents or 8.1%. It can be concluded that all teachers at the Cikarang Dinamika Education Development Foundation are working in their productive age.

Table 1. Respondent Demographics

No	Gender	Age	Education	Years of service
1	Man	19 - 25 = 3 (3.5%)	Vocational School /	> 2 Years = 3 (3.5%)
	25 (29%)	26 - 32 = 6 (7 %)	High School = 3 (3.5%)	2 - 3 Years = 2 (2.3%)
		33 - 39 = 14 (16.2%)	S1 = 20 (23.1%)	3 - 5 Years = 3 (3.5%)
		< 40 = 2 (2.3%)	S2 = 2 (2.4%)	< 5 Years= 17 (19.7)
2	Woman	19 - 25 = 4 (4.7%)	Vocational School /	> 2 Years = 4 (4.7%)
	61 (71%)	26 - 32 = 17 (19.8%)	High School = 1 (1.2%)	2 – 3 Years = 7 (8.1%)
		33 - 39 = 27 (31.4%)	Diploma = 3 (3.5%)	3 – 5 Years= 13 (15.1%)
		< 40 = 13 (15.1%)	S1 = 57 (66.3%)	< 5 Years = 37 (43.1%)

Source: PLS Output, 2024

Convergent Validity Test Results

Convergent Validity testing of the measurement model with reflexive indicators is assessed based on the correlation between the item score or component score and the construct score calculated using PLS. Individual indicators are considered valid if they have a correlation value above 0.50.

Composite reliability and Cronbach's alpha testing aims to test the reliability of the instrument in a research model. If all latent variables have composite reliability and Cronbach's alpha values ≥ 0.7 , this means that the construct has good reliability or the questionnaire used as a tool in this research is reliable or consistent.

Inner Model testing is the development of a concept and theory based model in order to analyze the relationship between exogenous and endogenous variables which have been described in a conceptual framework. The structural model indicates that the model for the

variables Emotional Quotient, teacher performance and religiosity can be said to be strong because it has a value above 0.67. The model of the influence of the independent latent variable (Religiosity) on the Emotional Quotient which gives an R-square value of 0.750 which can be interpreted as that the variability of the Emotional Quotient construct which can be explained by the variability of Religiosity is 75.0% while 25.0% is explained by other variables outside those studied, while the influence model independent latent variables (Creativity, Religiosity, and Emotional Question) on teacher performance which gives an R-square value of 0.977 which can be interpreted as the variability of the Teacher Performance construct which can be explained by the variability of the Creativity, Religiosity and Emotional Question construct of 97.7% while 2.3% explained by other variables outside those studied. Likewise, the model of the influence of the independent latent variable (Creativity) on Religiosity gives an R-square value of 0.789, which can be interpreted to mean that the variability of the Religiosity construct can be explained by creativity variability of 78.9%, while 21.1% is explained by other variables outside those studied.

Table 2. Model goodness of fit

Variable	AVE	Cronbach Alpha's	Composite Reliability	R-square
Emotional Quotient	0.516	0.880	0.905	0.750
Teacher Performance	0.539	0.921	0.933	0.977
Creativity	0.596	0.932	0.942	0.789
Motivation	0.551	0.945	0.951	

Source: PLS Output, 2024

Hypothesis test

The significance value for this hypothesis can be obtained using the bootstrapping procedure. See the significance of the hypothesis by looking at the value of the parameter coefficients and the significance value of the T-statistic in the bootstrapping report algorithm. To find out whether it is significant or not significant, look at the T-table at alpha 0.05 (5%) = 1.96, then the T-table is compared with the T-count (T-statistics).

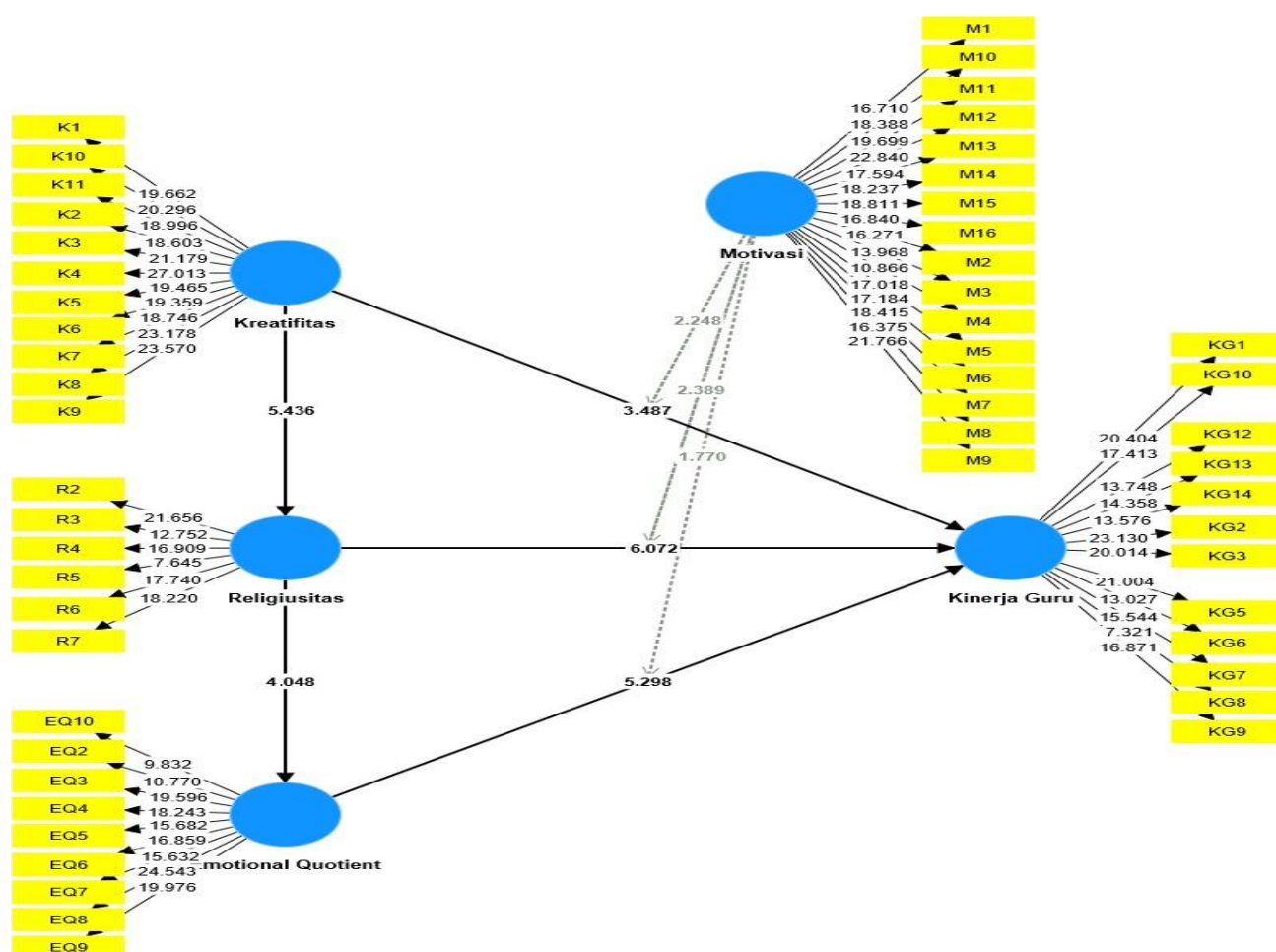
Table 3. Hypothesis Testing Results

	Original Sample	Standard Deviation	T-Statistics	P Values	Information
Creativity→Teacher Performance	0.286	0.082	3,487	0,000	Positive - Significant
Religiosity→Teacher Performance	0.440	0.072	6,072	0,000	Positive - Significant
Emotional Quotient →Teacher Performance	0.383	0.053	5,298	0,000	Positive - Significant
Religiosity -> Emotional Quotient	0.366	0.090	4,048	0,000	Positive - Significant
Creativity -> Religiosity	0.388	0.071	5,436	0,000	Positive - Significant

Moderation					
Motivation x Emotional Quotient → Teacher Performance	0.063	0.036	1,770	0.077	Unmoderated
Motivation x Creativity → Teacher Performance	0.109	0.035	2,248	0.023	Pseudo Moderation
Motivation x Religiosity → Teacher Performance	0.160	0.025	2,389	0.017	Pseudo Moderation

Source: PLS Output, 2024

Figure 1. Bootstrapping test results



1. The Influence of Creativity on Teacher Performance

Based on hypothesis testing in this research, the T-statistic value was 3.487, the original sample value was 0.286, and the P value was 0.000. The T-statistic value is greater than the T-table value of 1.96, the original sample value shows a positive value, and the P Values show a value of less than 0.05, these results indicate that Creativity has a significant positive effect on Teacher Performance. This is because the teacher is able to look for various kinds of problem solutions from different directions and is able to provide new things during learning, so that the teacher can explain the material using correct and appropriate language so that it is easily understood by students. The results of this research are in line with research by Serang et al, (2023) and Arifani & Suryanti (2019) which shows that there is a positive and significant relationship between creativity and teacher performance.

2. The Effect of Religiosity on Teacher Performance

Based on the hypothesis test in this research, the T-statistic value was 6.072, the original sample value was 0.440, and the P value was 0.000. The T-statistic value is greater than the T-table value of 1.96, the original sample value shows a positive value, and the P Values show a value of less than 0.05, these results indicate that Religiosity has a significant positive effect on Teacher Performance. This is because when teachers do things, including work, they are done sincerely and actively and are involved in religious activities, such as commemorating religious holidays, so that teachers apply learning in accordance with good religious teachings which support the potential of students to behave in accordance with the religious teachings implemented by the school. . The results of this research support Harani's (2022) research which shows that religiosity has a positive and significant effect on teacher performance.

3. The Influence of Emotional Quotient on Teacher Performance

Based on the hypothesis test in this research, the T-statistic value was 5.298, the original sample value was 0.383, and the P value was 0.000. The T-statistic value is greater than the T-table value of 1.96, the original sample value shows a positive value, and the P Values show a value of less than 0.05, these results indicate that the Emotional Quotient has a significant positive effect on Teacher Performance. This is because teachers are able to control attitudes and behavior in socializing with other people and are able to understand other people's feelings and perspectives and show an active interest in their interests, so that teachers can guide learning from start to finish to ensure learning goes according to the steps outlined. has been planned. The results of this research are supported by research by Nurbab, et al., (2022), Ekowati et al, (2020) which states that emotional intelligence has a positive effect on teacher performance.

4. The Influence of Creativity on Religiosity

Based on the hypothesis test in this research, the T-statistic value was 5.436, the original sample value was 0.388, and the P value was 0.000. The T-statistic value is greater than the T-table value of 1.96, the original sample value shows a positive value, and the P Values show a value of less than 0.05, these results indicate that creativity has a significant positive effect on religiosity. This is because teachers are able to provide examples that are

appropriate to the surrounding environment and are able to provide new positive things during learning, so that teachers become more confident and firm in their respective religious beliefs.

5. The Influence of Religiosity on Emotional Quotient

Based on hypothesis testing in this research, the T-statistic value was 4.048, the original sample value was 0.366, and the P value was 0.000. The T-statistic value is greater than the T-table value of 1.96, the original sample value shows a positive value, and the P Values show a value of less than 0.05, these results indicate that religiosity has a significant positive effect on the Emotional Quotient. This is because teachers have a fairly good understanding of matters relating to religious teachings and believe in their religious beliefs, so that teachers have a commitment to align themselves with the goals and objectives / vision and mission of the school. The results of this research are in line with the research of Zeinnida et. Al., (2022), as well as Shata and Wilani (2018) who stated that there is a significant positive influence between religiosity on students' emotional intelligence.

6. The influence of motivation moderates the influence of Emotional Quotient on Teacher Performance

Based on the hypothesis test in this research, the T-statistic value was 1.770, the original sample value was 0.063, and the P value was 0.077. The T-statistic value is smaller than the T-table value of 1.96, the original sample value shows a positive value, and the P Values show a value of more than 0.05, these results indicate that motivation cannot moderate the influence of Emotional Quotient on teacher performance. This is because teachers have good emotional intelligence, such as being driven to always achieve and be better. With this, without any motivation provided, teachers will continue to improve performance by using student-centered learning strategies such as their commitment.

7. The influence of motivation moderates the influence of creativity on teacher performance

Based on the hypothesis test in this research, the T-statistic value was 2.248, the original sample value was 0.109, and the P value was 0.023. The T-statistic value is greater than the T-table value of 1.96, the original sample value shows a positive value, and the P Values show a value of less than 0.05, these results indicate that Motivation can moderate the influence of Creativity on Teacher Performance. This is because in order to stimulate students to involve themselves in activities so that creativity arises, teachers need motivational encouragement that supports increased performance from creativity, such as analyzing students' work results to find students' strengths and weaknesses as material for improving subsequent learning strategies/methods.

8. The influence of motivation moderates the influence of religiosity on teacher performance

Based on the hypothesis test in this research, the T-statistic value was 2.389, the original sample value was 0.160, and the P value was 0.017. The T-statistic value is greater than the T-table value of 1.96, the original sample value shows a positive value, and the P Values show a value of less than 0.05, these results indicate that motivation can moderate the

influence of religiosity on teacher performance. This is because understanding the laws of cause and effect of daily behavior based on religion requires encouragement to fulfill the teacher's primary material needs, so that in learning the teacher facilitates students through giving assignments, discussions, etc. to generate new ideas.

Research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis and the specification of tools and materials for the research.

Quantitative Research: to gather numerical data which can be ranked, measured or categorized through statistical analysis. It helps to conduct: (1) research design; (2) population and sample (research target); (3) data collection techniques and instrument development; (4) and data analysis techniques. This research is to find out the quantitative results based on the sophisticated tools and materials used.

Qualitative Research: to gather data about lived experiences, emotions or behaviors and the meanings individuals attach to them. It helps to enable researchers to obtain better understanding of complex concepts, social interactions or cultural phenomena. This research is to find out and explore how or why things occurred and interpreting events and describing particular actions.

Mixed Method Research: integrates both Quantitative and Qualitative Research. It provides holistic approaches to combine and analyse the statistical data with deeper contextualised insights. Using mixed methods enable triangulation and verification of the data from two or more sources.

CONCLUSION

From the results of this research, it can be concluded that: Creativity has a significant positive effect on teacher performance at the Dinamika Cikarang Education Development Foundation Teachers, Bekasi Regency. This means that if the teacher's creativity in teaching is good, the teacher's performance will increase. Religiosity has a significant positive effect on teacher performance at the Dinamika Cikarang Education Development Foundation Teachers, Bekasi Regency. This means that if the teacher's religiosity in teaching is high, the teacher will improve his performance. Emotional Quotient has a significant positive effect on teacher performance at the Dinamika Cikarang Education Development Foundation Teachers, Bekasi Regency. This means that if the teacher is able to manage emotional intelligence well, the teacher's performance will be high. Motivation is unable to moderate the influence of Emotional Quotient on teacher performance at the Dinamika Cikarang Education Development Foundation Teachers, Bekasi Regency. Motivation is able to partially moderate the influence of creativity on teacher performance at the Dinamika Cikarang Education Development Foundation Teachers, Bekasi Regency. Motivation is able to partially moderate the influence of religiosity on teacher performance at the Dinamika Cikarang Education Development Foundation Teachers, Bekasi Regency.

Based on the conclusions above, several suggestions can be put forward for consideration by the Dinamika Cikarang Education Development Foundation, Bekasi Regency: Give authority to school principals to create forums/media for communication between teachers, this can be done by using social media or weekly internal meetings. Assign the school principal to control the ideas/ideas that enter the forum and give teachers the opportunity to realize constructive ideas/ideas, then follow up on the ideas/ideas that have been implemented by the teacher to report to the school principal. Encourage school

principals to evaluate the ideas/ideas that have been implemented by teachers and follow up on shortcomings and weaknesses of ideas so that they can be improved together with the team. Providing appreciation/rewards to teachers who have successfully implemented creative and innovative ideas, this can be done by providing additional training or in the form of incentives. Creating a work environment that supports teacher religiosity, actions that can be taken by improving facilities in places of worship. Organizing a religious school environment, in connection with foundations affiliated with integrated Islamic education. Carry out continuous guidance regarding the religious activities of teachers. Facilitate teachers in increasing their persistence and ability to control emotions when failure occurs in learning activities, such as providing a separate space for teachers to express complaints while teaching. Hold seminars/training for teachers regarding strategies for dealing with failure, the implementation of which can be adjusted to the foundation's budget to improve the quality of teacher human resources. Providing constructive feedback and being able to provide motivation and strengthen teachers' enthusiasm for teaching.

Suggestions for researchers who will conduct further research are as follows:

This research has limitations in that the number of respondents is unequal in the work unit aspect, where the number of respondents in the kindergarten work unit has the smallest population, and the elementary school work unit has the largest population, this allows the information obtained to influence the research results, so that for researchers Next, we can conduct research with balanced work unit aspects. Future researchers can develop this research with other factors, for example: job satisfaction, leadership, compensation and so on.

Conclusion is the statement where you wrap up all your findings and ideas and present a strong final impression of the research.

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