

Emotional Intelligence, Workload, and Cyberloafing on Organizational Commitment and Performance of Teachers at the Pelalawan High School Level

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Abstract

Schools as the spearhead of education are required to improve the quality and quantity of learning outcomes. The number of problems in schools certainly cannot be separated from the concern of students, teachers, and education staff in achieving the school's vision and mission. This study aims to analyze the influence of emotional intelligence, workload, and cyberloafing on organizational commitment and performance of Indonesian language teachers at the Pelalawan high school level. The population of this study was all Indonesian language teachers at the high school level in Pelalawan Regency as many as 61 samples. This study used descriptive analysis and PLS Structural Equation Model analysis. The results of this study indicate that emotional intelligence is positively significant to organizational commitment, but not significant to teacher performance. The negative workload variable is not significant to organizational commitment but the positive is not significant to teacher performance. The cyberloafing variable is significantly positive on organizational commitment and not significantly negative on teacher performance.

Keywords: Emotional Intelligence, Workload, Cyberloafing, Organizational Commitment, Teacher Performance

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1.0 INTRODUCTION

Senior High School in Pelalawan Regency, which consists of 27 schools, must continue to move abreast of developments in educational progress in order to create students who are able to compete in both the academic and non-academic fields. The success of students certainly cannot be separated from the role of the teacher who educates them. Teachers play a very important role in improving school achievement. Various kinds of obstacles faced by duru should be sought as soon as possible solutions so as not to hinder the process of teaching (Renaldo et al., 2023) and learning activities. Competent teachers should encourage students to apply their knowledge. Many factors influence the development of school progress including teacher emotional intelligence, teacher workload, and cyberloafing. These factors will certainly affect the organizational commitment (Jeon, 2020; Kersiati et al., 2023) and performance (Renaldo & Augustine, 2022) of the Pelalawan Indonesian Language Buru.

Table 1. Performance Data, Organizational Commitment and Cyberloafing of Indonesian Language Teachers at Pelalawan High School Level

No	Teacher Performance			Organizational Commitment			Cyberloafing
	Indicator	Target	Achievements	Indicator	Target	Achievements	
1	Quality	75%	66%	I always put the interests of others first before my personal interests	75%	46%	All teachers use the internet either to support work or not to support work.
2	Punctuality	75%	60%	I am always ready to help others	75%	50%	
3	Presence	75%	66%	I always participate in school activities	75%	50%	

4	Cooperation	75%	66%	I have a good commitment to school	75%	61%
5				I am responsible for school assignments	75%	61%

Based on the above data on teacher performance (Asl & Osam, 2021; Sudarno et al., 2022), organizational commitment seems not to be optimal according to the target to be achieved. whereas for cyberloafing there are still teachers who use the internet to open social media during working hours. Based on the research problem, the objectives of this study are to explore and examine the impact of emotional intelligence, workload, and cyberloafing on the organizational commitment and performance of high school Indonesian teachers in Pelalawan district.

2.0 LITERATURE REVIEW

Emotional Intelligence

Emotional intelligence is the mentality that determines how well humans are able to use the other skills they have, including intellectual ones that have not been honed (Rahman et al., 2015). Indicators of emotional intelligence encompass various aspects, such as self-awareness of one's own emotions, the ability to effectively manage and understand emotions, self-motivation, empathy towards recognizing and understanding others' emotions, and establishing and nurturing interpersonal connections.

Workload

Workload can be described as the variance between the capabilities or capacities of workers and the demands imposed by the tasks and responsibilities they encounter (Astianto & Suprihhadi, 2014). Workload indicators include physical load, mental load and time load According to Puspa (2014).

Cyberloafing

Cyberloafing is a conscious behavior that is carried out by employees in using various types of gadgets, both facilities from the company or private property with purposes that have nothing to do with work at the place and working hours (Ramadhan & Nurtjahjanti, 2017). Indicators of cyberloafing include cyberloafing behavior and the impact of cyberloafing, (Li and Chung 2006).

Organizational Commitment

Organizational commitment refers to the psychological attachment that employees develop towards their organization. It is characterized by a deep sense of trust and acceptance of the organization's goals and values, as well as a strong willingness to actively contribute towards the organization's interests. Additionally, organizational commitment entails a strong desire to maintain one's membership and affiliation within the organization (Adekola, 2012). Affective commitment, continuance commitment, and normative commitment serve as indicators of organizational commitment (Karakus & Aslan, 2009).

Teacher Performance

Teacher performance (Andrianto et al., 2023; Prasetya et al., 2023; Putri et al., 2023) is the competence of a teacher to fulfill instructional duties and assume responsibility for students. by increasing (Renaldo, Suharti, et al., 2021) student learning achievement (Ibad, 2018). Teacher performance indicators are pedagogic abilities, personality, social, professional. (Arman, Talib, & Manda, 2016).

Previous Research

Previous research was conducted by Tri Atma Budiantara, et al in 2019 with the title "The effect of emotional intelligence and spiritual intelligence on teacher performance at MAN 1 Malang City". The objective of this study was to examine the potential impact of emotional intelligence and spiritual intelligence on the performance of teachers in MAN 1 Malang City. The findings indicate a notable and positive correlation between emotional intelligence, spiritual intelligence, and teacher performance, suggesting a significant influence of both factors on enhancing teacher performance.

Abdul Jalil conducted research on workload in 2019, the results found that workload had a significant adverse impact on teacher performance. Research on cyberloafing was carried out by Eko et al in 2021, show that cyberloafing has a significant positive effect on teacher performance.

Hypothesis

The hypothesis in this study as follows:

- H1: Emotional intelligence has an influence on the organizational commitment of Indonesian teachers at the senior high school level in Pelalawan Regency.
- H2: Emotional intelligence has an influence on the performance of Indonesian teachers at the high school level in Pelalawan Regency.

- H3: Workload has an influence on the commitment of Indonesian teachers at the high school level in Pelalawan Regency.
- H4: Workload has an influence on the performance of Indonesian teachers at the high school level in Pelalawan Regency.
- H5: Cyberloafing has an influence on the commitment of Indonesian teachers at the high school level in Pelalawan Regency.
- H6: Cyberloafing has an influence on the performance of Indonesian teachers at the high school level in Pelalawan Regency.
- H7: Organizational Commitment has an influence on the performance of Indonesian teachers at the high school level in Pelalawan Regency.

3.0 METHODOLOGY

Place and Time

This study was conducted among the entire population of Indonesian language teachers at the high school level in Pelalawan Regency.

Population and Sample

In this study, the population consisted of 61 teachers who were included as the entire sample using a sampling technique known as total sampling. This approach involved selecting and including all 61 teachers as respondents in the study. Therefore, the sample size for this study was 61 participants.

Data Types and Sources

The technique used to collect primary data is questionnaires and secondary data in this study is teacher data.

Table 2. Variable Operational Definitions

Variable Type	Defenition	Indicator	Scale
Emotional Intelligence	Emotional intelligence encompasses a collection of skills, competencies, and non-cognitive abilities that influence an individual's capacity to effectively navigate and cope with the demands and pressures of their environment.	1. Recognizing self-emotions 2. Processing emotions 3. Self-motivated 4. Recognizing other people's emotions 5. Build relationships	intervals
Workload	Workload can be described as the disparity or mismatch between the capabilities or capacities of workers and the demands imposed by the tasks and responsibilities they encounter (Astianto & Suprihhadi, 2014).	1. Physical load 2. Mental Burden 3. Time load	intervals
Cyberloafing	Cyberloafing refers to the deliberate behavior exhibited by employees when utilizing electronic devices, whether company-provided or personal, for non-work-related activities during work hours and within the workplace premises (Ramadhan & Nurtjahjanti, 2017).	1. Cyberloafing behavior 2. The impact of cyberloafing	intervals
Organizational Commitment	Organizational commitment is a psychological attachment that employees develop towards their organization. It is characterized by a deep sense of trust and acceptance of the organization's goals and values, a willingness to actively pursue the organization's interests, and	1. Affective commitment 2. Continuous commitment 3. Normative commitment	intervals

a strong desire to maintain their affiliation as a valued member of the organization (Adekola, 2012).

Teacher Performance	Teacher performance refers to the competence of an educator in fulfilling their instructional responsibilities and effectively facilitating student learning, ultimately leading to enhanced student academic achievement (Ibad, 2018).	1. Pedagogic ability	intervals
		2. Personality	
		3. Social	
		4. Professional	

Descriptive Analysis

This study includes an examination of the respondents' characteristics in relation to their responses. The analysis of the respondents' characteristics encompasses variables such as education level, years of service, age, gender, and certification. Additionally, the analysis of the respondents' responses explores the associations between their responses and their individual characteristics.

Validity test

To be deemed a valid instrument item, it is necessary to meet the minimum requirement of a validity index value of ≥ 0.3 (Sugiyono, 2017). Hence, any statements with correlation levels below 0.3 are considered invalid and should be revised accordingly. The reliability test evaluates the consistency of measurement results obtained from the same object (Sugiyono, 2017).

Reliability Test

The study employed the split-half item method for the questionnaire, which involved dividing it into two groups: the odd item group and the even item group. The scores for each item within each group were then added together to calculate a total score. A correlation of 0.7 or higher indicates a satisfactory level of reliability for the item, whereas a correlation value below 0.7 suggests that the item may be less reliable.

Structural Equation Analysis

The form of the equation as follows:

$$Y1 = \beta1X1 + \beta2X2 + \beta3X3 + e1$$

$$Y2 = \beta5X1 + \beta6X2 + e2$$

Information:

Y1 : Organizational Commitment

Y2 : Teacher performance

X1 : Emotional Intelligence

X2 : Workload

X3 : Cyberloafing

$\beta1... \beta7$: Coefficient of standardized SEM path

e1-e2 : Error term / Other Factors outside the Model

Testing Assumptions in Structural Equation Modeling (SEM)

Prior to obtaining the analysis results in terms of goodness of fit, it is essential to verify the underlying assumptions that validate the constructed model. Ghozali (2017) outlines two categories of assumptions in SEM: those related to the model itself and those pertaining to parameter estimation and hypothesis testing. The assumptions associated with parameter estimation and hypothesis testing in SEM include the following:

1. A sufficiently large sample size (asymptotic assumption).
2. Normal distribution of the observed multivariate variables.
3. The hypothesized model's validity.
4. The usage of a continuous (interval) measurement scale.

Measurement Model Fit

The final stage of the SEM assumption test involves assessing the measurement of each construct to evaluate its unidimensionality and reliability. Unidimensionality refers to the assumption that a construct's indicators fit well into a single-factor model. While Cronbach's alpha measurement does not ensure unidimensionality, it assumes its presence. The measurement model assessment involves calculating composite reliability and variance extracted for each construct. Reliability measures the internal consistency of the indicators within a construct, with a generally accepted threshold of >0.70 , although lower values may be acceptable in exploratory research. Variance extracted assesses the validity of the construct, measuring the extent to which the indicators accurately

capture what is intended to be measured. A recommended threshold for variance extracted is >0.50 . (Ghozali, 2017).

4.0 RESULTS AND DISCUSSION

Descriptive Analysis

Characteristics of Respondents by Gender

There are 61 Indonesian teachers in Pelalawan Regency, dominated by teachers who are female, as much as 90 percent, while the remaining 10 are male. A very big difference. But this is understandable considering that women have personality traits that are very suitable as educators. The current societal paradigm supports that direction. Women are often regarded as suitable candidates for the teaching profession due to their inherent nurturing qualities associated with motherhood. Within the community, there is a prevailing belief that women bear the responsibility of educating, nurturing, and caring for children (Renaldo et al., 2022).

Characteristics of Respondents by Age

Indonesian language teachers in Pelalawan Regency, totaling 61 people, are dominated by ages 25–36 years. This age is a productive age that can advance the teaching of Indonesian in Pelalawan District. There are several teachers who will be entering retirement age, namely those aged 49–60 years as many as 13 people. While the middle age is occupied by the age of 37-48 years, numbering 16 people. This type of age which consists of 3 categories can be a strong collaboration for sharing experiences between the young and the old. The experience of teachers who are entering retirement age will certainly enrich the insights of productive teachers, while productive teachers will also add/transmit skills in the field of computerization to teachers who are entering retirement age.

Characteristics of Respondents According to Working Period

There are 61 Indonesian teachers in Pelalawan Regency, consisting of 3 categories, with working periods of 0-10 years, 11-21 years and 21-30 years. The working period of 10–20 years and 11-21 years have the highest number, namely 50 people, while the remaining working period is almost 30 years. Working period will certainly affect the competence of teachers. Through experience in the field gained, it will certainly make the teacher introspective in teaching. Good experience in the field can be shared with teachers who are new to dealing with students.

Characteristics of Respondents According to Education

Indonesian teachers in Pelalawan Regency are dominated by 59 undergraduate students. The remaining 2 people already have a Masters degree. This variety of education is a synergy for Indonesian teachers because those with a Masters degree can be a motivation for Bachelors. And this is happening in the field, because currently there are several people who are carrying out their education towards Masters.

Characteristics of Respondents According to Certification

Indonesian teachers in Pelalawan Regency are dominated by teachers who legally have educator certificates through certification. as many as 33 people have received certification certificates and as many as 16 people are currently participating in certification invitations. The remaining 12 people have not received an invitation for

certification due to unfulfilled working years. A certification certificate owned by a teacher can increase the teacher's self-confidence because it has received recognition from the government. Through certification many pedagogical sciences are received by these teachers through the training and development of these certifications.

Table 3. Data Reliability Test

No	Variable	Cronbach's Alpha	Minimum	Conclusion
1	Organizational Commitment	0.934	0.7	Reliable
2	Teacher Performance	0.899		Reliable
3	Emotional Intelligence	0.949		Reliable
4	Workload	0.854		Reliable
5	Cyberloafing	0.918		Reliable

Source: SPSS Processed Data, 2022

Based on the findings presented in Table 3, it can be inferred that all the variables employed in this study exhibit Cronbach's Alpha values exceeding 0.70. Consequently, it can be concluded that all the variables used in this study possess reliable and dependable measurements. Hence, the questionnaire test conducted to assess the reliability of the variables encountered no issues, allowing for the continuation of the subsequent testing phase.

Table 4. Multicollinearity Test

Variable	Teacher Performance	Organizational Commitment	Conclusion
Workload	1.182	1.154	Not Multicollinearity
Cyberloafing	2.966	1.156	Not Multicollinearity
Emotional Intelligence	1.082	1.002	Not Multicollinearity
Teacher Performance	1.088	1.005	Not Multicollinearity
Organizational Commitment	2.785		Not Multicollinearity

Source: SPSS Processed Data, 2022

Table 4 presents the Variance Inflation Factor (VIF) values, which are relatively low, with all values below 10. Additionally, the tolerance values exceed 0.1. These findings indicate that the independent variables employed in this study do not exhibit multicollinearity, meaning that there is no significant overlap or redundancy between them.

Table 5. Model Feasibility Test

	R Square	R Square Adjusted
Teacher Performance	0.625	0.599

Organizational Commitment

0.641

0.622

Source: SPSS Processed Data, 2022

From the table 5, it can be concluded that the endogenous variable Organizational Commitment (Y1) is influenced by exogenous variables (Emotional intelligence, workload and Cyberloafing) of 0.622. This means that exogenous variables as indicators of endogenous variables (Y1) have an influence of only 62.2%. Meanwhile, the remaining 37.8% is influenced by other factors not discussed in this study, such as Leadership Style (Ngatno et al., 2022; Su et al., 2020), Work Environment (Sriadmitum et al., 2022; Wahyudi et al., 2023) and Training, Work Environment (Istiana et al., 2022; Saleem et al., 2020). Same with teacher performance, 59.9% are affected by variables in the model.

Table 6. Path Analysis Test in Structural Equation Modeling (SEM)

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Conclusion
Emotional Intelligence-> Organizational Commitment	0.170	1.812	0.071	Positive Not Significant
Emotional Intelligence-> Teacher Performance	0.016	1.191	0.849	Positive Not Significant
Workload-> Teacher Performance	0.219	1.526	0.128	Positive Not Significant
Workload-> Organizational Commitment	-0.100	1.159	0.247	Negative Not Significant
Cyberloafing-> Organizational Commitment	0.806	12.968	0.000	Significant Positive
Cyberloafing-> Teacher Performance	-0.279	1.768	0.078	Negative Not Significant
Organizational Commitment-> Teacher Performance	0.927	7.272	0.000	Significant Positive

Source: SPSS Processed Data, 2022

Discussion

As mentioned earlier, this study aimed to examine the impact of emotional intelligence, workload, and cyberloafing on the organizational commitment and performance of high school teachers in Pelalawan district, Indonesia. The ensuing discussion focused on assessing the significant effects of emotional intelligence, workload, and cyberloafing on organizational commitment and teacher performance in Pelalawan district. The test results conducted using Partial Least Squares (PLS) analysis indicated the following outcomes regarding the influence of

each variable (emotional intelligence (X1), workload (X2), cyberloafing (X3) on organizational commitment (Y1) and job satisfaction (Y2):

The Effect of Emotional Intelligence on Organizational Commitment

Based on the study findings, it is evident that there is a positive relationship between emotional intelligence and organizational commitment among senior high school teachers in Pelalawan Regency, Indonesia. This implies that teachers with higher levels of emotional intelligence are more likely to exhibit stronger commitment to their organization. This is in line with research conducted by (Noorhafaesa Herliani Adey 2010) proving that emotional intelligence is positively and significantly related to organizational commitment, besides that (Triana Fitriastuti, 2013) also conducted research and proved that emotional intelligence has a positive and significant effect on commitment. organization, as well as in line with research (Anak Agung Inten Damaryanthi et al, 2016), (Rezha Aditya et al, 2017) (Zahra Teherinejad et al, 2017), also found that there is a positive and significant relationship between emotional intelligence and organizational commitment.

The Effect of Emotional Intelligence on Teacher Performance

Based on the hypothesis testing regarding the influence between emotional intelligence and teacher performance, it shows that emotional intelligence has an insignificant positive impact on teacher performance satisfaction (Panjaitan et al., 2022). It can be concluded that the better the emotional intelligence of the teacher, the better the performance (Andi et al., 2022; Pernando et al., 2022; Tohan et al., 2022). Emotional intelligence has a good impact on improving the performance of Indonesian teachers at the high school level in Pelalawan Regency. This is in line with research (Herawaty, 2016) showing that emotional intelligence has a positive influence on teacher performance. Likewise with research (Supriyanto & Troena, 2012), (Susi Hendriani, Yulia Efni, 2013); (Wibowo, 2015) explains that emotional intelligence significantly influences teacher satisfaction and performance. Likewise with research (Andri Priadi, 2018) this shows that emotional intelligence on teacher performance in SMA Negeri 6 and SMA Negeri 8 Kota Tangerang Selatan affects teacher performance.

Effect of Workload on Organizational Commitment

Based on the hypothesis testing regarding the relationship between workload and organizational commitment, the results indicate that negative workload does not have a significant impact on organizational commitment. It was found that workload does not have a significant and negative effect on organizational commitment, suggesting that an increase in workload does lead to a decrease in organizational commitment, but not to a significant extent. Based on these findings, it can be concluded that the hypothesis proposing a significant influence of workload on organizational commitment is not supported. The results of this study are in line with Budiono's opinion in (Nugraheni 2009) that due to heavy physical workload in connection with working time of more than 8 hours, it will reduce work organizational commitment and can cause health problems, but this is contrary to the results of research conducted by (Murdiyani, 2010) which states that there is no significant effect between workload on organizational commitment.

Effect of Workload on Teacher Performance

Based on the research findings regarding the impact of workload on the performance of high school teachers in Pelalawan Regency, it was determined that workload does not have a significant effect on their performance. This implies that while workload can have an influence on teacher performance, its impact is not substantial in the context of these schools. Therefore, the variable of workload is observed to have a positive but insignificant effect, indicating a lack of strong influence on teacher performance. This means that there is a lot or less workload done by the teacher, the level of performance produced in schools in Pelalawan Regency is also the same, there is no

decrease or increase. The research results are in line with research results (Astuti & Lesamana, 2018); (Adityawarman, et al., 2015) and (Sitepu, 2013) which show that workload affects performance. Likewise, the results of research (Irawati & Carrollina, 2017) and which concludes that there is an effect of workload on performance.

The Effect of Cyberloafing on Organizational Commitment

Based on the outcomes of testing the hypothesis concerning the impact of cyberloafing on the organizational commitment of Indonesian Language Teachers at the high school level in Pelalawan, it was determined that cyberloafing had a significant and positive influence on organizational commitment. This means that if cyberloafing behavior (Renaldo et al., 2021) is good (not always using the internet at work), then followed by organizational commitment behavior is also good. It can be concluded that cyberloafing is very influential in organizational commitment. Because the cyberloafing used supports the teacher's work. The results of the research that the authors obtained were not supported or in line with research reports such as those studied in chapter 2 previously, especially Cinar & Karcioğlu's research. Their research shows that there is no significant relationship between cyberloafing and organizational commitment (Cinar & Karcioğlu, 2015).

The Effect of Cyberloafing on Teacher Performance

Based on the aforementioned analyses, the hypothesis testing regarding cyberloafing indicated no significant negative impact on teacher performance. Thus, it can be concluded that cyberloafing does affect teacher performance in a negative manner. When teachers engage in higher levels of cyberloafing, their performance tends to decrease. In other words, the more cyberloafing activities they partake in, the lower their performance is likely to be. Vice versa, the lower the cyberloafing carried out by the teacher, the more it will improve the teacher's performance (Renaldo, Fadrul, et al., 2022; Renaldo, Junaedi, et al., 2022; Renaldo, Suhardjo, et al., 2022). It can be concluded that cyberloafing affects in a negative direction. The higher the cyberloafing is done, the lower the teacher's performance will be. Vice versa, the lower the cyberloafing carried out by the teacher, the more the teacher's performance will increase. In line with Al-shuibi et al (2013), stated that performance appraisal and career ability were found to negatively predict cyberloafing. These results are inconsistent with research by Sitorus et al (2019) that cyberloafing is not significantly positive on employee performance.

The Effect of Organizational Commitment on Teacher Performance

Based on the aforementioned analyses, the hypothesis testing regarding organizational commitment revealed a significant and positive impact on teacher performance. This leads to the conclusion that teacher performance is influenced by organizational commitment. When teachers exhibit higher levels of organizational commitment, their performance tends to be higher as well. Conversely, lower levels of organizational commitment are associated with lower teacher performance. These findings align with previous studies, which indicate that ongoing commitment to the teaching profession is often influenced by salary considerations, resulting in relatively low levels. However, affective and normative commitment towards the teaching profession are generally rated as high (Karakus & Aslan, 2009).

5.0 CONCLUSION

Conclusion

Based on the outcomes and analysis presented in the preceding chapter, this study draws the following conclusion:

1. Emotional intelligence can have a significant impact on teacher organizational commitment.
2. The teacher's emotional intelligence has not been able to have the maximum impact on teacher performance.
3. The teacher's workload does not have a significant impact on organizational commitment.
4. The teacher's workload has not

been able to have the maximum impact on organizational commitment. 5. Cyberloafing does not have a significant impact on organizational commitment. 6. Cyberloafing does not have a significant impact on teacher performance. 7. Organizational Commitment can have a significant impact on teacher performance. These results indicate that a good teacher's organizational commitment can have a significant impact on improving the performance of Indonesian teachers at the senior high school level in Pelalawan Regency.

Recommendations

Based on the aforementioned findings, the researchers propose the following recommendations: 1. It is recommended for schools and principals to consider the factor of emotional intelligence, because good emotional intelligence is able to provide good organizational commitment as well. 2. Teachers are advised to enhance their performance as the research findings did not identify the specific variables that could positively influence the improvement of high school teachers' performance in Pelalawan Regency, Indonesia. Therefore, it is crucial for teachers to strive for further improvement. 3. It is recommended that future researchers exercise caution when selecting variables by thoroughly reviewing references and previous research journals. This will ensure that the chosen variables truly constitute a robust model for assessing teacher satisfaction and performance. 4. There are many variables that can be used as factors that influence organizational commitment and teacher performance in schools. It is suggested for future researchers to add other human resource variables such as organizational culture, education and training, wages, competencies, and other HR variables.

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