
ANALYSIS OF THE ROLE OF GRIT IN EFFORTS TO IMPROVE TEACHER JOB PERFORMANCE MOBILIZERS THROUGH EMOTIONAL INTELLIGENCE

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ABSTRACT

The purpose of this study is to determine the function of grit in efforts to improve teacher effectiveness mediation emotional intelligence. This study's population consisted of teachers from ten schools. SEM-PLS is the data analysis approach used in this study. Grit had a substantial positive influence on Emotional Achievement, Grit had a significant positive effect on Achievement, Emotional Intelligence had a significant positive effect on Achievement, and Grit had a significant positive effect on Performance via Emotional Intelligence mediation. The school suggests evaluating fortitude, job performance, and emotional intelligence. Teachers teach students to cultivate grit and emotional intelligence.

Keywords: grit, job performance, emotional intelligence

INTRODUCTION

Education reform in Indonesia cannot only be carried out from an administrative approach, but must be carried out cultural transformation. One of the programs in the independent learning policy is the mobilizing teacher program which aims to increase teacher potential and student independence in learning. Since the beginning of the presence of mobilizing teachers in schools as a cultural change in schools by involving resources in schools. In addition, it is expected to be a driver of educational change so that students become pancasila students, mentors of other teachers and agents of change in the educational environment (Kholisdinuka, 2020). In addition, mobilizing teachers are prioritized and prepared as excellent principals so that in the future there will be a generation of leaders in the school change process towards holistic quality improvement. Performance is the achievement of employee work results during the implementation of duties and work according to the responsibilities given both in quality and quantity (A. Mangkunegara, 2014). Priansai (2014) declares teacher performance as the achievement of work results in the school environment for the achievement of school vision or goals. Performance is influenced by many factors, such as timely completion of work, initiative in task completion, having good quality and quantity of work, and high morale. Therefore, teachers must not only have skills, but the will and passion to achieve high.

Based on data from the 2021 teacher competency test, the average national UKG score is 50.64 (Jawa Pos, 2021). Teacher competence still needs to be improved so a driving factor is needed. Some of these driving factors can certainly affect the performance of an individual. One non-cognitive factor that has received increased focus over the past few years is grit. Grit is seen as a strength of character performance for the achievement of one's potential in a particular challenge (Soutter & Seider, 2013). Research on grit was primarily conducted by Angela Duckworth at the University of Pennsylvania. He defines grit as "perseverance and passion for long-term goals" (Duckworth et al., 2007). Gritty individuals use stamina to stay on track in achieving their goals, as opposed to low-grit individuals who get bored easily or disappointed and give up effort or choose alternative measure (Duckworth et al., 2007). Another factor that affects performance is emotional intelligence. According to the results of the study Artanti et al. (2014) shows emotional intelligence has an effect on lecturer performance. Golemani (2015) Explaining emotional intelligence is the ability to understand conditions and be willing to deal with uncertainty. Golemani (2015) intellectual intelligence only affects about 20% of a person's success, while 80% is contributed by another factor, emotional intelligence. This explains that brain intelligence is not a dominant factor in an individual's career development, but rather the presence of emotional intelligence.

Speaking of performance on education, there has been an increased interest in identifying the factors that make individuals superior and more successful compared to others who have equivalent intelligence, especially in the field of education (Duckworth, Peterson, Matthews, & Kelly, 2007). In addition to cognitive ability, talent and high achievement opportunities exhibit a variety of non-cognitive or motivational characteristics such as creativity, commitment, emotional intelligence, growth mindset, gratitude, confidence, and emotional stability (Duckworth, dkk., 2007; Dweck, Walton, & Cohen, 2014). Such qualities have a positive impact on academic results, social relationships, and psychological and physical well-being (Duckworth & Gross, 2014; Duckworth & Yeager, 2015).

Grit, characterized as an essential component of success, is considered a combination of perseverance of effort and consistency of interest in more time lama (Duckworth et al., 2007). It includes perseverance and a passion for following long-term goals, regardless of difficulties, disappointments, or stagnation (Duckworth, 2016). Grit is an important factor for teachers to have in facing challenges at school. Duckworth dan Quinn (2009) Mentioning that grit helps a person's successful achievement despite challenging situations, especially situations that require an uphill battle.

The study hypothesized that teachers with high levels of grit may demonstrate outstanding performance achievements. This study also analyzed the performance achievements of mobilizing teachers as seen from emotional intelligence and GRIT in Jakarta Mover schools. The selection of research objects is the next step and has strategic significance in important research. The object of research is the right medium for designing real conditions with theoretical modeling and a relatively abstract way of thinking. This study chose the research subjects, namely research in 10 (ten) driving high schools.

METHOD

This study used a quantitative approach, with survey methods and PLS (Partial Least Square) Techniques to analyze the influence between independent variables (exogenous). Grit to the dependent variable (endogenous), namely teacher performance, driving through emotional agility (intervening). This quantitative research uses the survey method or questionnaire method to see the relationship between variables in the study. The population of this study is mobilizing teachers consisting of 10 (ten) mobilizing teachers. Respondents in this study will be taken using purposive convenience sampling.

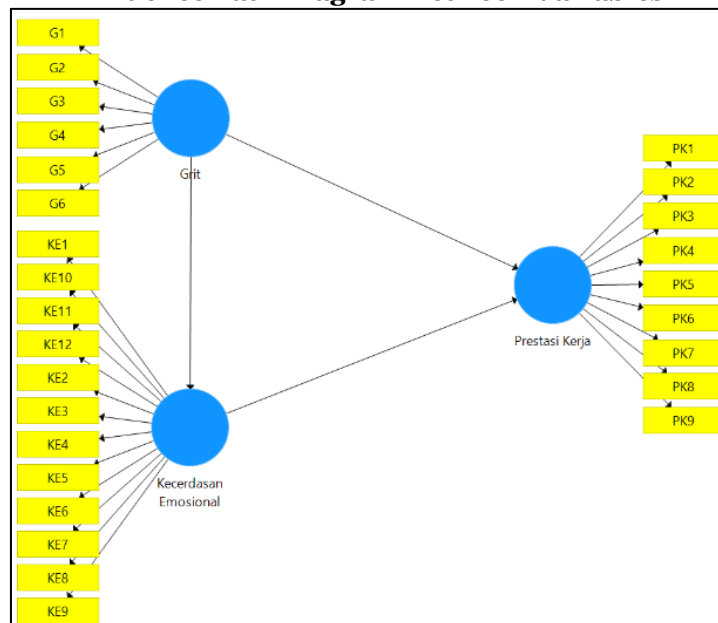
RESULT AND DISCUSSION

Research Result

Outer Model Evaluation

The manifest variables in the study include the following: Grit's latent variable is measured by 6 observed variables, namely G1 – G6. The latent variable of Job Performance is measured by 9 observed variables, namely PK1 – PK9. And the latent variable of Emotional Intelligence is measured by 12 observed variables, namely KE1 – KE12. Based on the latent variables that have been described, the following is presented figure 1 to explain the details of the influence between latent variables.

Picture 1
Influence Path Diagram Between Variables



Convergent Validity Test

The first stage assesses the criteria of *convergent validity*. An indicator is said to have good validity if it has a *loading factor* value greater than 0.70. While the *loading factor* of 0.50 to 0.60 can still be maintained for models that are still in the development stage (Ghozali, 2014). Based on the estimation results using the help of the SmartPLS 3.2.8 program application, the *following output* was obtained.

Picture 2
Outer Model Evaluation Loading Factor Value Diagram

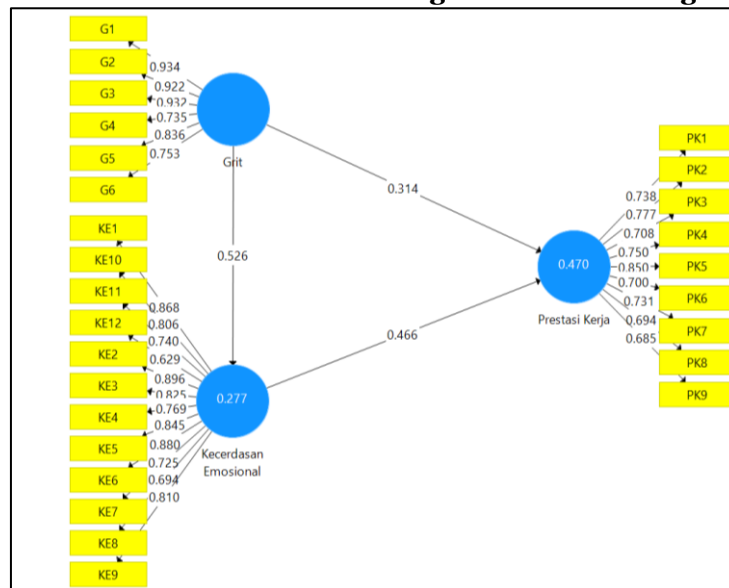


Figure 2 shows the *loading factor value* for each construct of each variable. Based on the table, it can be seen that there is no *loading factor* less than 0.5. Furthermore, *average variance extracted (AVE) testing will be carried out* to further strengthen the results of *convergent validity* with criteria if the AVE value ≥ 0.5 , then the construct used in the study is valid. The following are presented the results of *testing average variance extracted* using the PLS 3.2.8 program.

Table 1
Average Variance Extracted Value

Variable	Average Variance Extracted (AVE)
Grit	0.733
Emotional Intelligence	0.631
Job Performance	0.546

Based on table 1, it can be seen that the *validity* results based on the *average variance extracted* value show that all AVE values are more than 0.5. This indicates that the indicators that form the latent construct have *good validity* when viewed from the value of *average variance extracted*.

Discriminant Validity Test

Discriminant Validity can be seen from the *cross loading value*. The correlation value of the indicator to its construct must be greater than the correlation value between the indicator and other constructs. And it can also be seen from the comparison between the square root of AVE with the correlation between latent constructs. If the square root value of AVE is greater than the correlation between latent constructs, it indicates that the latent construct has *good discriminant validity* in the model (Fornell & Larcker, 1981). The following are presented *discriminant validity* test results using the Smart PLS 3.2.8 program.

Table 2
Cross Loading Discriminant Validity Test Value

	Grit	Kecerdasan Emosional	Prestasi Kerja
G1	0.934	0.555	0.576
G2	0.922	0.572	0.533
G3	0.932	0.542	0.561
G4	0.735	0.332	0.386
G5	0.836	0.314	0.347
G6	0.753	0.232	0.380
EI1	0.435	0.868	0.486
EI10	0.429	0.806	0.582
EI11	0.361	0.740	0.424
EI12	0.343	0.629	0.294
EI2	0.458	0.896	0.575
EI3	0.424	0.825	0.536
EI4	0.407	0.769	0.439
EI5	0.355	0.845	0.608
EI6	0.439	0.880	0.575
EI7	0.423	0.725	0.438
EI8	0.572	0.694	0.435
EI9	0.342	0.810	0.540
JP1	0.446	0.416	0.738
JP2	0.384	0.564	0.777
JP3	0.415	0.410	0.708
JP4	0.397	0.472	0.750
JP5	0.426	0.476	0.850
JP6	0.332	0.553	0.700
JP7	0.465	0.469	0.731
JP8	0.415	0.380	0.694
JP9	0.444	0.426	0.685

Based on table 2 it can be seen that all indicators have a high correlation to their construct compared to other constructs. So it can be concluded that the research model has good discriminant validity in *discriminant cross loading validity*.

Table 3
Fornell-Larcker Criterium Dicriminant Validity Test Value

	Grit	Emotional Intelligence	Job Performance
Grit	0.856		
Emotional Intelligence	0.526	0.795	
Job Performance	0.560	0.631	0.739

Based on table 3, it can be seen that there is a latent construct that has a higher high correlation with other variables when compared to the square root value of AVE. This indicates that there are still latent constructs that have *discriminant validity* based on *the fornell-larcker criterium* that is not good. Based on the results of *convergent validity* and *discriminant validity* indicate that latent indicators and constructs are included in the good category in forming models.

Reliability Test

The next stage assesses *Cronbach's Alpha* and *Composite Reliability* criteria. Each construct is said to be reliable if it has *Cronbach's Alpha* and *Composite Reliability* greater than 0.70 (Ghozali, 2014). The following are presented reliability test results using the Smart PLS 3.2.8 program.

Table 4
Cronbach's Alpha and Composite Reliability Value

Variabel	Cronbach's Alpha	Composite Reliability
Grit	0.927	0.942
Emotional Intelligence	0.946	0.953
Job Performance	0.895	0.915

Based on table 4 it can be seen that no latent construct has a *Cronbach's alpha* and *composite reliability* value of less than 0.7. This indicates that the latent construct has good *reliability*.

Hipotesis Test

Hypothesis testing in this study was carried out using *path coefficient*, *t-value*, and *p-value*. To assess significance and prediction in hypothesis testing, it can be seen from the value of *path coefficient* and *t-value* (Abdillah & Hartono, 2015). The following are presented the estimated results of hypothesis testing using the Smart PLS 3.2.8 program.

Table 5
Hypotesis Test

Hypotesis	Path	Path Coefficient	T-Values	P-Values	Conclusion
H1: Grit affects Emotional Intelligence	G → EI	0.526	6.458	0.000	Accepted
H2: Grit affects Job Performance	G → JP	0.314	3.230	0.001	Accepted
H3: Emotional Intelligence affects Job Performance	EI → JP	0.466	4.278	0.000	Accepted
H4: Grit positively affects Job Performance through Emotional Intelligence	G → EI → JP	0.245	3.517	0.000	Accepted

R Square

Furthermore, based on the test results with SmartPLS 3.0, the R Square results were obtained as follows:

Tabel 6
Hasil Uji R Square

Endogenous Variables	R Square	Influence
Emotional Intelligence	0.277	Weak
Job Performance	0.470	Moderate

According to Ghozali (2014) R Square with a value of 0.67 indicates a strong model, a value of 0.33 indicates a moderate model and a value of 0.19 indicates a weak model. From the results of table 6 it can be seen that the R-Square for the Emotional Intelligence variable is 0.277 which means that Grit contributes an influence of 0.277 or 27.7% to Emotional Intelligence with a weak category. While the remaining 72.3% is the influence of other factors that are not observed. And the R-Square for the Job Performance variable of 0.470 which means that Grit and Emotional Intelligence contribute an influence of 0.470 or 40.7% to Job Performance in the moderate category. While the remaining 53.0% is the influence of other factors that are not observed.

F Square

Next is to look at the value of F Square. In the book Ghozali and Latan (2015: 81) it is explained that F Square is used to see the influence of predictors of latent variables at the structural level. F Square value of 0.02 indicates a small rating, Effect Size 0.15 indicates a medium rating and Effect Size 0.35 indicates a large rating. Based on the test results with SmartPLS 3.2.8, F Square results were obtained as follows:

Table 7
Hasil Uji F Square

Path	Effect Size	Rate
G → EI	0.383	Massive
G → JP	0.135	Minor
EI → JP	0.296	Middle

Based on table 7 shows that the Grit variable has a large category influence in influencing Emotional Intelligence, while the Job Performance variable has a small category influence. And on the variable Emotional Intelligence has an influence with the middle category in influencing the variable Job Performance.

Q-square Predictive Relevance

The next step is to look at the Q-square predictive relevance for the construct model. Q-square testing is used to measure how well the observation values are produced by the model and also the estimation of its parameters. A Q-square value greater than 0 (zero) indicates that the model has a predictive relevance value, while a Q-square less than 0 (zero) indicates that the model lacks predictive relevance (Ghozali, 2014). The Q-square value obtained using the R2 value in the table above, obtained the following calculation results:

Table 8
Q² Predictive Relevance

Variabel	R Square	1-R Square
Kecerdasan Emosional	0.277	0.723
Prestasi Kerja	0.470	0.530
Q ² =	Q ² = 1- (1-R ₁ ²) (1-R ₂ ²) = 0.617	

Based on table 8, the Q2 (*Q-square predictive relevance*) value obtained is 0.617. Because the value is greater than 0 (zero), it means that the *model has an adequate predictive relevance value*.

Discussion

Grit with Emotional Intelligence

Grit has a positive influence on Emotional Intelligence which is indicated by a path coefficient marked positive of 0.526 which means that when there is an increase in Grit it will be followed by an increase in Emotional Intelligence, and vice versa. The calculated t value of 6.458 is greater than the t of the 2-tailed test table (t table = 1.96), and the p value is smaller than alpha 5% ($0.000 < 0.05$). Thus, H1 is accepted, meaning that Grit has a significant effect on Emotional Intelligence. This research is in line with Research Esin (2021) which shows a significant relationship between grit and *emotional intelligence* in students. Hamilton (2020) shows that there is a relationship between grit and *emotional intelligence*. Ain et al. (2021) shows that there is a link between grit and emotional intelligence.

Perseverance and emotional intelligence include interpersonal skills, self-esteem, stress tolerance, problem solving and optimism. The consistency of the domain of interest grit is closely related to positive self-esteem, impulse control and emotional self-awareness (Ain et al., 2021). Individuals with high EQ have a good tendency to see the side of a situation better in case of unpleasant circumstances. In addition, they have insight into how to deal with the negative situation in question. High EQ helps people choose coping strategies and minimize and replace negative emotions with positive emotions (Esin, 2021). *Emotional intelligence* helps in maintaining grit when faced with challenging situations (Ain et al., 2021).

Grit with Job Performance

Grit has a positive influence on Job Performance which is indicated by a path coefficient with a positive sign of 0.314 which means that when there is an increase in Grit, it will be followed by an increase in Job Performance, and vice versa. The calculated t value of 3.230 is greater than that of the 2-tailed test table t (t table = 1.96), and the p value is vesa more than alpha 5% ($0.001 < 0.05$). Thus, H2 is accepted, meaning that Grit has a significant effect on Job Performance.

Grit/perseverance is only positively associated with performance when employees feel that they can achieve the desired level of arousal. In line with the construct-deficient argument (i.e., consistency of interest does not measure arousal but reflects perseverance) (Vazsonyi et al., 2018). Increased grit has also been linked to increased retention in education, performance, marriage, and goal achievement (Eskreis-Winkler et al., 2014; Robertson-Kraft & Duckworth, 2014; Saunders-Scott et al., 2018). Grit was also associated with improved academic performance and less explaining about one's potential (Fong & Kim, 2019; Muenks et al., 2017; Ralph et al., 2017). Robertson-Kraft and Duckworth (2014) establish a correlation between grit and higher performance outcomes for teachers who are inexperienced in on-site performance.

Emotional Intelligence with Job Performance

Emotional Intelligence has a positive influence on Job Performance which is indicated by a path coefficient marked positive of 0.466 which means that when there is an increase in Emotional Intelligence it will be followed by an increase in Job Performance, and vice versa. The calculated t value of 4.278 is greater than that of the 2-tailed test table t (t table = 1.96), and the p value is smaller than the 5% alpha ($0.000 < 0.05$). Thus, H3 is accepted, meaning that Emotional Intelligence has a significant effect on Job Performance.

Emotional Intelligence (EI) assists employees in building greater access to useful knowledge and other resources that will help them perform better in the place of performance (Sparrowe et al., 2001). EI can also help employees perform better in place of performance by allowing them to develop or regulate emotions that help them complete tasks and lowering the regulation of emotions that hinder them. A person with a high level of EI understands the relationship between emotion and cognition and is able to change the former to help the latter. In short, it will assist individuals in making the best judgments and assist others in doing the same, which will most likely be reflected in their performance levels (Côté & Miners, 2006).

Kluemper et al. (2013) found that the ability to manage emotions can improve the performance of organizational tasks and behaviors aimed at the person, as well as minimize the risk of deviations in place of performance. Even when proxies for cognitive intelligence and the Big Five personality trait tests were included in the study, the pattern of results remained. Côté dan Miners (2006) found that as cognitive IQ declined, the association between EI and performance became increasingly positive. In

other words, EI compensates for low cognitive intelligence by aiding the achievement of high performance achievements.

Grit with Performance Achievement through Emotional Intelligence

Grit has a positive influence on Job Performance through Emotional Intelligence which is indicated by a path coefficient with a positive sign of 0.245 which means that when there is an increase in Grit, it will be followed by an increase in Job Performance through Emotional Intelligence, and vice versa. The calculated t value of 3.517 is greater than that of the 2-tailed test table t (t table = 1.96), and the p value is smaller than the alpha of 5% ($0.000 < 0.05$). Thus, H4 is accepted, meaning that Grit has a significant effect on Job Performance through Emotional Intelligence.

Robertson-Kraft dan Duckworth (2014) Establish a correlation between grit and higher performance outcomes for teachers who are inexperienced in on-site performance. Recent studies have also suggested that, to better understand the relationship between EI and performance performance, the role of situational and performance variables, in particular, should be explored. Farh et al. (2012) found that EI predicts performance for employees whose performance requires high levels of managerial demands (i.e., the extent to which performance requires the management of diverse individuals, functions, and lines of business), but not for employees whose performance requires low levels of managerial demands. A meta-analysis by Joseph and Newman (2010) add cases to account for situational factors. Their findings revealed that when EI was defined and measured as a talent pool, it showed a much greater positive association with performance in positions with high levels of emotional demand.

CONCLUSION

Based on the results of the study, the following conclusions were obtained (1) Grit has a significant positive effect on Emotional Intelligence, (2) Grit has a significant positive effect on Performance Achievement, (3) Emotional Intelligence has a significant positive effect on Performance Achievement, (4) Grit has a significant positive effect on Performance Achievement through the mediation of Emotional Intelligence.

The suggestions given from the results of the study are as follows: (1) Schools are advised to conduct periodic assessments to determine grit, emotional intelligence, and teacher performance achievement, (2) Teachers are advised to develop grit within themselves by knowing their long career goals, determining their interests and developing skills continuously to achieve long career goals. (3) Emotional intelligence training needs to be done to improve performance achievement by building capacity to manage daily challenges in the classroom. Such empirical-based emotional intelligence training programs are recommended as a direct and systemic component of professional development for teachers throughout their teaching careers (Vesely-Maillefer & Saklofske, 2018).

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