

**THE EFFECT OF EMOTIONAL INTELLIGENCE, TEACHERS' PERCEPTION OF HEADMASTER'S INTERPERSONAL COMMUNICATION, AND COMPENSATION ON AFFECTIVE COMMITMENTS OF TEACHERS AT KINDERGARTENS MEDAN PERJUANGAN**

**Helena Turnip<sup>1</sup>, Benyamin Situmorang<sup>2</sup>, Zulkifli Matondang<sup>3</sup>**

Education Administration Program

Postgraduate Program State University of Medan

Jl. Willem Iskandar Psr V Medan, 20221

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**ABSTRACT:** *The aim of this study is to determine the effect of emotional intelligence, teachers' perceptions of interpersonal communication of headmaster, and compensation for the affective commitment of teachers at Kindergarten Medan Perjuangan. This study uses Qualitative Research Methods and analysis technique of relationships between variables is a form of path analysis. Population in research are 140 kindergarten teachers in District of Medan Perjuangan, the sample is 103. The results of this study are 1. Emotional Intelligence has a direct positive effect on Compensation in Kindergarten in Medan Perjuangan District 2. Teacher's Perception of Interpersonal Communication Principals directly influence positive for Compensation at kindergartens Medan Perjuangan District 3. Emotional Intelligence has a positive direct effect on teacher's affective commitment at Kindergarten, Medan Perjuangan District 4. Teacher's Perception of Principal Interpersonal Communication has a direct positive effect on affective commitment of teachers in at Kindergartens, Medan Perjuangan District. 5. Compensation has a direct positive effect on teacher's affective commitment at Kindergartens Medan Perjuangan District.*

**KEYWORDS:** Emotional Intelligence, Teacher's Perception of Headmaster's Interpersonal Communication, Compensation, Affective Commitment

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## **INTRODUCTION**

Globalization brings new wind to life, both as individual and society. This change requires an increase in the quality of human beings who are able to work with a high work ethic, respect time, have orientation towards the future, cooperate and appreciate achievement. One of efforts to improve human quality is education that starts at an early age. Early childhood education is intended to stimulate every development and growth of children in preparation for entering further education. As written in Law number 20 of 2003 concerning National Education System chapter 1 point 14, it is stated that Early Childhood Education is an effort to provide guidance to children from birth to six years of age through the provision of educational stimulation to help growth and physical and spiritual development so that children have readiness in entering further education.

Basically education is a process, it makes a person grow into himself and in line with his talents, character, abilities, and conscience as a whole. So by providing education to children from an early age is the right step to prepare a superior and quality generation. This suggests that education is the main force in human development.

Continuous education that brings young people towards maturity in terms of gaining knowledge, developing abilities / skills, changing attitudes, and the ability to direct themselves, both in the field of knowledge, skills, and in interpreting the process of maturation itself and the ability to assess. For those teachers as actors in the world of education are required to be more professional in carrying out their duties in producing quality graduates. Professional teachers according to Mulyasa (2004: 139), have the following qualities: 1) they are an expert in the field of being taught, 2) have a high sense of responsibility, 3) have a sense of care and a code of ethics and view their duties as a career life. The task of teacher professionalism according to the Law of the Republic of Indonesia Number 14 of 2005 chapter 20 concerning Teachers and Lecturers are to plan learning, implement quality learning processes, and assess and evaluate learning outcomes. A teacher does not just convey subject matter, but also required to be smart in responding to the behavior patterns of students with their background in life. The need for teachers to increase their competence, deepen their knowledge for the advancement of their students. In addition, the teacher must psychologically be able to place themselves in the midst of students with their respective characters, with situations and conditions that such teachers must be able to adapt themselves. Other words, teachers should be flexible.

Recognizing the importance of the process of improving the quality of human resources and improving the quality of teachers can implement the national education system and realize national education goals, the government together with the private sector continue to realize this mandate through a variety of higher quality education development efforts including development and improvement of curriculum and evaluation systems, improvement of educational facilities, development and procurement of teaching materials, and provision of education and training for teachers. But in reality the efforts made are not maximal to achieve the expected results.

Schools are the most important place for children to learn and develop education and social competence to improve achievement, and provide a quality education experience for all students. School and teacher are inseparable things. The teacher plays an important role in student learning and it is a valuable resource in an organization. In this case, school is a milestone of national development goals requiring the role of the teacher as the subject of national development. In order to achieve these objectives, Government Regulation number 19 of 2005 concerning National Education Standards (PP No. 19 of 2005), stipulates eight standards that must be met in implementing education. The eight standards refer to: content standards, process standards, graduate competency standards, standards of educators and education personnel, standards of facilities and infrastructure, management standards, financing standards and educational

assessment standards. One standard that is assessed directly related to the quality of graduates indicated by graduate competency is the standard regarding educators and education staff. This means that to be able to achieve the desired quality of graduates, the quality of teaching staff (teachers), and education staff must be improved. By improving their quality, teacher can play his role as the subject of national development well where the goal is implied in the vision and mission of the school. As an important part of the implementation of education, teachers must be highly committed. Commitment becomes very important because commitment is the most fundamental thing in carrying out a job, especially in the world of education.

Commitment is a decision of a person with himself to carry out a certain activity in order to achieve the agreed goals. According to Ivancevich, et al., commitment is a feeling of identification, involvement, and loyalty expressed by workers towards the company. In this case, the worker is a teacher and the company is a school (in Wibowo, 2009: 427). Teachers as an important part of education providers must have high commitment. This is in line with the Law of Teacher and Lecturer Number 14 of 2005 chapter 7 paragraph 1b, teachers must have a commitment to improve the quality of education, faith, piety and noble character. Teacher's commitment is reflected in his behavior in the implementation of his main duties as a teacher and involvement in school activities. Teacher's commitment in providing knowledge, energy and thought to students is very important in achieving educational goals. Without a commitment, the tasks given to the teacher are difficult to carry out properly. As a school resource, teachers are required to have high commitment in order to be able to carry out their functions as dedicated teachers. A high commitment to the task can lead to a sense of responsibility for the tasks and it will be carried out well and have high loyalty and credibility for an organization. The teacher's commitment is reflected in his behavior in the implementation of his main duties as a teacher and involvement in school activities. With the existence of a good commitment in the teacher indirectly will result in good social relations between superiors or colleagues, and can manage good emotions as well. According to Miner (1992: 134) conceptually there are three factors that influence commitment, namely (1) a strong belief and accepting organizational goals and value (2) the ability to carry out efforts for the benefit of the organization (3) the existence of a desire strong to maintain membership in the organization.

Colquitt, LePine, and Wesson (2009: 63) illustrate that commitment is influenced by factors that include: organizational culture, organizational structure, leadership style and behavior, leadership power and influence, processes and characteristics teams, personality and cultural values, abilities, as factors that indirectly affect commitment. Other factors such as job satisfaction, stress, motivation, trust, justice, and ethics, and learning and decision making are factors that directly influence commitment.

Affective commitment refers to emotional bonding, identification, and employee involvement in the organization. Given the importance of this, the role of headmaster is considered important because he/she is as a leader in planning and implementing learning is a major factor in achieving

success at school. Basically, it can be interpreted as a guide or facilitator for the school, in addition to its duties responsible for improving the quality of education services. Without good leadership or direction given by the principal, the purpose of the organization will not be carried out properly. Therefore, good leadership is expected and needed if the objectives of the organization can be carried out as desired by each citizen of the organization. Especially for those who want to contribute in achieving the goals of the organization. A leader must know the needs and desires that are needed by subordinates from the results of their work, so they can know the factors that influence the improvement of the quality of their subordinates' work (Ambarita et al, 2014: 181). Subordinate's passion when carrying out his work requires a leader figure as the basis of motivation so that the existing social relations remain harmonious in order to achieve the agreed goals of the organization. For that teacher organizational commitment must always be improved, efforts to increase teacher commitment are carried out by giving motivation, supervising, giving compensation, providing good opportunities to develop in careers, improving abilities, good leadership style. Recognizing the importance of the principal's role and influence in generating school goals, then to policy makers, managers of education, especially principals, should plan and develop better career human resources. Teachers and headmaster as the main resources of school organizations where their full involvement is needed to enable their professional abilities and creativity to be optimally used for school success. Therefore, the school environment needs to be built conducive so that it can encourage teachers to perform well.

Head of North Sumatra Development of PAUDNI LPP P PAUD (early childhood education program), Nila Kesuma explains that the recruitment of early childhood education program is now quite good, but the government still needs to pay attention to teacher quality because it is closely related to the growth of the children. According to him, teacher welfare problem is one of the obstacles for early childhood education members. Amal, mentions many teachers who have to look for additional income because of a small salary. The Intensive Funding for kindergarten is also still lacking (<http://daily.Analyst.com/city/news/development-quality-teacher-dependent/teacher/206672/2016/01/19> accessed on 22 February 2017). This issue is also conveyed by Chairman of the House of Representatives Commission X, Djoko Udjiyanto, assesses the quality of education in North Sumatra is not yet encouraging, based on regional education balance data compiled by the Ministry of Education and Culture. He explains that the teacher's problem mainly lies in the heavy burden of teaching tasks that are not directly proportional to the welfare and protection of teachers (<http://www.tribunnews.com/regional/2018/03/01/education-in-sumut-needs-attention-really> accessed on March 3, 2018). This has resulted in the emergence of various problems in the world of education, especially for kindergarten teachers.

Based on preliminary interviews conducted in March 2018 with kindergarten supervisors at the Medan City Education Office in Medan Perjuangan regarding teacher commitment, where teachers' affective commitment is still not good as evidenced by teachers lacking discipline, having low work morale, many teachers in teaching still use traditional methods and have not fully

referred to effective and efficient curriculum and learning activities. Responsibility as a teacher is also still low because not all teachers prepare lesson plans when teaching so that the learning objectives to be achieved are unclear. And the lack of active involvement of the teachers in various activities held by the Indonesian Kindergarten Teacher Association in Medan Perjuangan. The lack of interest of teachers to participate in various seminars and training held jointly by IGTKI (organization of kindergarten teacher) in Medan.

The same thing is also found from the results of observations conducted in several kindergartens in Medan Perjuangan sub-district. There are problems related to education, namely the low commitment of teachers, found problems in the commitment of teachers who are still not good at school. The phenomena show : (1) unfaithful teachers in school organizations, indicated by still teachers who are not involved in school activities such as teacher meetings; (2) low work responsibilities, this is indicated by the fact that there are still teachers who arrive late to school (3) teachers have not fully provided the best service to students, indicated by there are still teachers who have not prepared lesson plans, media, and rarely doing innovations in learning (4) lack of sense of belonging to the teacher towards the school and its contents so that there are teachers who feel indifferent to the environment as well as to children, (5) the teacher's selfish feelings are so high that some teachers are easily offended by one another. There are several factors that influence teacher commitment, namely internal factors and external factors. External factors include teacher interpersonal communication with the principal. This can be due to a lack of good communication between the principal and his teachers. This unfavorable relationship is due to the teacher's perception of the principal, namely the communication that exists between the principal and the teacher is not in line with what is expected together with reality. The principal tends to make unilateral decisions on the planning and problems faced by the school. Sometimes the principal looks indifferent to the psychological conditions faced by the teacher. In giving orders from the teacher, the principal often presents information through an intermediary. Principals also often tend to use excessive emotions in conveying direction to subordinates who are less responsive. The next observation observed by researchers is the atmosphere created in the school environment which is indicated by the emotions of each teacher. Not a few are also teachers who are afraid of the changes in regulations that exist in schools. Not appreciated the work performance of the teacher. This makes a gap between teachers who accept and teachers who do not accept. The problem of teacher welfare is also one of the obstacles to the development of kindergarten. Many teachers have to look for additional income because of a small salary. Not infrequently encountered the provision of compensation given by the principal to the teacher took place jammed. Kindergarten teacher compensation is low and giving is not timely. There is also a problem of giving compensation regularly. So that some of these things affect the quality of teacher work. However, there are some teachers who are serving in the Medan Perjuangan Subdistrict, even though the compensation is quite low but still in the kindergarten. This is revealed by the

kindergarten supervisor in Medan Perjuangan sub-district, that some of the teachers participated in various IGTKI. So that, this is taken into consideration in this research to be carried out.

In several studies also mention that interpersonal communication, emotional intelligence, and compensation affect commitment. Tanjung (2015) in his research states that direct communication does not significantly influence employee organizational commitment, incentives directly have a significant effect on organizational commitment, and emotional intelligence has a significant effect on organizational commitment. Sahputra, Mustafa and Mahdum (2018), there is a positive influence between interpersonal communication and teacher organizational commitment. This means that the better the interpersonal communication in GUGUS III Public Elementary School in the Education UPTD in Rumbai District, Pekanbaru City, the higher the degree of teacher organizational commitment. Arifin, et al. (2016) state that based on these findings there is a significant effect of compensation variables on acceptable organizational commitment variables. It means that compensation has a significant and positive effect on organizational commitment, meaning that an increase in compensation will have an effect on increasing organizational commitment. Khanifa (2015) states that emotional intelligence affects employee commitment, meaning that the more employees can recognize their emotions and other people's emotions and can motivate themselves and be able to manage their emotions, the higher the employee's desire to remain in the company.

A good commitment is shown by the teacher with regard to the teacher's performance and the achievements of his students. With the increase in good performance, the teacher can play his role as the subject of national development well where the goal is implied in the school's vision and mission. The pride of a teacher will result in the commitment of teachers to continue to struggle to improve and advance the world of education through a process of quality learning and teaching.

As part of the organization, each individual must be able to guarantee the continuity of organizational activities through the deployment of knowledge, abilities, skills, time and time to achieve organizational goals. In other words, the interests of the organization and the individual are the absolute conditions that must be considered in the compensation process. By providing appropriate compensation to the teacher, a teacher is expected to be part of the organization. A teacher works to give time and energy to the school and as a counter-achievement, the school provides compensation that varies greatly. Providing compensation can affect the quality of work of the teachers relating to the welfare of teachers. Based on the results of observations that have been made, it is assumed that the variables of emotional intelligence, perceptions of interpersonal communication of the kindergarten head, and compensation affect teacher commitment. If this guess is tested, then the concept of the relationship between these three variables can be used to explain, predict, and find alternatives to overcome the problem of teacher commitment at the school. Moving on from this thought, the researcher planned a study entitled "the influence of

emotional intelligence, teacher's perceptions of kindergarten interpersonal communication, compensation, on the commitment of Kindergarten teacher at Medan Perjuangan District.

## **RESEARCH METHODS**

This research will be carried out in all kindergartens at Medan Perjuangan District, and teachers as research subjects. The population in this study is 140 kindergarten teachers at Medan Medan Perjuangan District. Sampling uses the Krecji table in Sugiyono, (2014: 85) which is chosen proportionally with a confidence level of 95%. From the Krecji table with a population of 140 teachers, the sample is 103 people.

The method of this research is quantitative research methods. The method is used to examine certain populations or samples, sampling techniques are generally carried out by random sampling, data collection using research instruments, data analysis is quantitative / statistical in order to test the hypotheses that have been set.

The technique of analyzing relationships between variables is a form of path analysis. Path analysis is useful for describing and testing the model of relationships between variables in the form of cause and effect. It is used to analyze the relationship between the destination variables with the aim to find out the direct or indirect effects of a set of causal variables (exogenous variables) on the resultant variables (endogenous variables). Sugiyono (2014: 72) argues that the analysis is carried out using correlation and regression so that it can be known to arrive at the last dependent variable, must be through a direct path or through an intervening variable.

## **RESULTS AND DISCUSSION OF RESULTS**

### **Data Descriptions**

The data of this study include four variables namely, Emotional Intelligence (X1), Teachers' Perception on Principal Interpersonal Communication (X2), Compensation (X3), and Affective Commitment (X4).

**Statistics**

		Emotional Intelligence	Teachers' Perception of Headmaster's Interpersonal Communication	Compensation	Affective Commitment
N	Valid	103	103	103	103
	Missing	0	0	0	0
Mean		121,2816	119,8932	119,4951	122,3786
Std. Error of Mean		,65642	,56820	,50050	,47297
Median		122,0000	120,0000	120,0000	123,0000
Mode		120,00	125,00	121,00	123,00
Std. Deviation		6,66189	5,76656	5,07951	4,80016
Variance		44,381	33,253	25,801	23,042
Range		39,00	30,00	22,00	29,00
Minimum		102,00	104,00	108,00	108,00
Maximum		141,00	134,00	130,00	137,00
Sum		12492,00	12349,00	12308,00	12605,00

The requirements that must be fulfilled in using parametric statistics are: (1) normality test, (2) linearity test and regression significance, (3) independence test between Exogenous variables, and (4) Calculation of Correlation Coefficient ( $r$ ) and Path Coefficient ( $\beta$ ) Between Research Variables. With reference to the provisions above, the summary of the normality test of data from each research variable presented in the following Table 4.10:

**Table 4.10 : Summary of Research Normality Data Variables Test**

No	Galat Taksiran	$L_0$	$L_{tabel}$	Kesimpulan
1.	Compensation( $X_3$ ) on emotional intelligence ( $X_1$ )	0.049	0,0873	Normal
2.	Compensation ( $X_3$ ) on teachers' Perception of Headmaster's Interpersonal Communication ( $X_2$ )	0.087		Normal
3.	Affective Commitment ( $X_4$ ) on emotional intelligence ( $X_1$ )	0.057		Normal
4.	Affective Commitment ( $X_4$ ) on teachers' Perception of Headmaster's Interpersonal Communication ( $X_2$ )	0,047		Normal
5.	Affective Commitment ( $X_4$ ) Compensation ( $X_3$ )	0.034		Normal



### Variable Inter Correlation Test

Before calculation of path analysis is carried out calculation / testing correlation between research variables. The complete results of the correlation are presented in the correlation matrix between variables in Table 4.16 and for complete calculations can be seen in Appendix 11.

**Table 4.16: Inter-Variable Correlation Matrix**

Variabel	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>
X <sub>1</sub>	1	0,317	0,329	0,554
X <sub>2</sub>	0,317	1	0,505	0,756
X <sub>3</sub>	0,329	0,505	1	0,646
X <sub>4</sub>	0,554	0,756	0,646	1

### Hypothesis Testing

#### Sub Structure 1

The testing criteria are reject Ho, if the significant value of  $t_{count} > \alpha = 0.05$  or Ho is accepted if the significant value of  $t_{count} < \alpha = 0.05$ . Based on the results of the analysis as in Figure 4.6 Sub Structure 1, the path coefficient between X1 and X3 is obtained  $\rho_{31} = 0.311$  with the price of  $t_{count} = 4.318 > t_{table} = 1.918$ . Thus Ho is rejected and Ha is accepted, so it can be concluded that Emotional Intelligence (X1) has a direct effect on Compensation (X3).

The testing criteria are reject Ho, if the significant value of  $t_{count} > \alpha = 0.05$  or Ho is accepted if the significant value of  $t_{count} < \alpha = 0.05$ . Based on the results of the analysis as in Figure 4.6 Sub Structure 1, the path coefficient between X2 and X3 is obtained, namely  $\rho_{32} = 0.446$  with the price of  $t_{count} = 5.004 > t_{table} = 1.918$ . Thus Ho is rejected and Ha is accepted, so it can be concluded that the Teacher's Perception of Principal Interpersonal Communication (X2) has a direct effect on Compensation (X3).

#### Sub Structure 2

The testing criteria are reject Ho, if the significant value of  $t_{count} > \alpha = 0.05$  or Ho is accepted if the significant value of  $t_{count} < \alpha = 0.05$ . Based on the results of the analysis as in Figure 4.8 Sub Structure 3, the path coefficient is obtained between X1 and X4, namely  $\rho_{41} = 0.295$  with the price of  $t_{count} = 5.349 > t_{table} = 1.918$ . Thus Ho is rejected and Ha is accepted, so it can be concluded that Emotional Intelligence (X1) has a direct effect on Affective Commitment (X4).

The testing criteria are reject Ho, if the significant value of  $t_{count} > \alpha = 0.05$  or Ho is accepted if the significant value of  $t_{count} < \alpha = 0.05$ . Based on the results of the analysis as in Figure 4.8 Sub Structure 3, the path coefficient between X2 and X4 is obtained, namely  $\rho_{42} = 0.518$  with the price

of  $t_{count} = 8,570 > t_{table} = 1,918$ . Thus  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that the Teacher's Perception of Principal Interpersonal Communication (X2) has a direct effect on Affective Commitment (X4).

The testing criteria are reject  $H_0$ , if the significant value of  $t_{count} > \alpha = 0.05$  or  $H_0$  is accepted if the significant value of  $t_{count} < \alpha = 0.05$ . Based on the results of the analysis as in Figure 4.8 Sub Structure 3, the path coefficient between X3 and X4 is obtained  $\rho_{43} = 0.287$  with the price of  $t_{count} = 7.729 > t_{table} = 1.918$ . Thus  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that Compensation (X3) has a direct effect on Affective Commitment (X4).

## DISCUSSION OF RESEARCH RESULTS

### Effect of Emotional Intelligence on Compensation

The path coefficient obtained between X1 and X3 is  $\rho_{31} = 0.311$  with the price of  $t_{count} = 4.318 > t_{table} = 1.918$ . Thus  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that Emotional Intelligence (X1) has a direct effect on Compensation (X3). The proportional direct effect of the Emotional Intelligence variable (X1) on Compensation (X3) is 10.80%. This means that 10.80% of the variation in the Compensation score (X3) can be influenced by Emotional Intelligence (X1), while the remaining 89.20% is determined by other variables outside of Emotional Intelligence (X1).

As an educator who deals directly with students and someone who is closest to students while in the school environment, good emotional management from the teacher is expected to be in the teacher. This causes the emotional intelligence that the teacher has to help him/her solve problems, make better decisions, plan how to use time effectively, adapt behavior to the situation and manage the class well.

Compensation is the right of workers to be received and declared as compensation from the employer to workers who are determined and paid according to a work agreement or legislation, including benefits for workers and or services that have been or will be done. So the headmaster needs to develop a compensation system that focuses on personal interests or self-esteem, integrates the goals of individuals and organizations, and designs challenging work. If a teacher has the advantage of carrying out his duties as an education worker in an institution, it will certainly affect the level of compensation to be given to the teacher because of the overstretching, and if a teacher has excess emotional intelligence, the teacher will get more than usual.

This is also supported by several studies such as Paningkat Siburian Research (2013) "*the influence of Emotional Intelligence and Compensation on teacher job satisfaction*". The results of the research conducted at Parulian 2 High School in Medan said that there is a positive and significant effect of Emotional Intelligence on Compensation of 52.7%.

### **The effect of Teachers' Perception about Interpersonal Communication of Principals toward Compensation**

Path coefficient obtained between X2 and X3 is  $\rho_{32} = 0.446$  with the price of  $t_{count} = 5.004 > t_{table} = 1.918$ . Thus  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that the Teacher's Perception of Principal Interpersonal Communication (X2) has a direct effect on Compensation (X3). Proportional direct influence of the Teacher Perception variable on Principal Interpersonal Communication (X2) on Compensation (X3) is 25.50%. This means that 25.50% of the variation of the Compensation score (X3) can be influenced by the Teacher's Perception of Principal Interpersonal Communication (X2), while the remaining 74.50% is determined by other variables outside the Teacher's Perception of Principal Interpersonal Communication (X2 )

Compensation is the right of workers to be received and declared as compensation from the employer to workers who are determined and paid according to a work agreement, agreement or legislation, including benefits for workers and or services that have been or will be done. So the principal needs to develop a compensation system that focuses on personal interests or self-esteem, integrates the goals of individuals and organizations, and designs challenging work. A compensation program will be successful if: (a) the program is clearly communicated, (b) the program is understood and bonuses are easily calculated, (c) employees participate in establishing and running the program, (d) employees believe that they are treated fairly, (e) employees have the opportunity to appeal if they believe they are treated unfairly, (f) employees believe they can trust the organization and therefore they feel safe at work, and (g) bonuses are given as soon as possible after the desired performance is seen.

In providing compensation received by the teacher, it is necessary to have an agreement between leaders and teachers. Communication that exists is very necessary to pay attention to its quality in order to have the same perception for the concept of compensation received by the teacher to achieve organizational goals properly. Thus, based on the description above, it can be seen that the perception of the principal's interpersonal communication is estimated to have a direct effect on the provision of teacher compensation.

### **The Effect of Emotional Intelligence on Affective Commitments**

Obtained path coefficients between X1 with X4, namely  $\rho_{41} = 0.295$  with the price of  $t_{count} = 5.349 > t_{table} = 1.918$ . Thus  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that Emotional Intelligence (X1) has a direct effect on Affective Commitment (X4). Proportional direct influence of the Emotional Intelligence variable (X1) on Affective Commitment (X4) is 8.7%. This means that 8.7% variation in the score of Affective Commitment (X4) can be influenced by Emotional Intelligence (X1), while the remaining 91.3% is determined by other variables outside of Emotional Intelligence (X1).

As an educator who deals directly with students and someone who is closest to students while in the school environment, good emotional management from the teacher is expected to be in the teacher. This will cause the emotional intelligence that the teacher has to help him solve problems, make better decisions, plan how to use time effectively, adapt behavior to the situation and manage the class well.

A teacher who has an affective commitment will be more valuable to the school because it already involves emotional factors, this can be seen because a teacher with affective commitment will be served with feelings of pleasure and enjoy his role. This attitude relates to the attitude of members who promise themselves to comply with regulations and do everything best for their organizations to achieve the goals of the organization. Thus, it can be stated that the emotional intelligence of the teacher has a direct effect on affective commitment of teachers

### **The Effect of Teachers' Perception of Interpersonal Communication of Headmaster toward Affective Commitments**

Obtained path coefficient between X2 and X4, namely  $p_{42} = 0.518$  with the price of  $t_{count} = 8,570 > t_{table} = 1,918$ . Thus  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that the Teacher's Perception of Principal Interpersonal Communication (X2) has a direct effect on Affective Commitment (X4). Proportional direct influence of the Teacher Perception variable on Principal Interpersonal Communication (X2) on Affective Commitment (X4) is 26.8%. This means that 26.8% of the variation in Affective Commitment score (X4) can be influenced by Teacher's Perception of Principal Interpersonal Communication (X2), while the remaining 73.2% is determined by other variables outside of the Teacher's Perception of Principal Interpersonal Communication (X2).

Professional teachers are those who have the competence required to carry out educational and teaching assignments. This competence includes knowledge, attitudes, and professional skills personal, social, and academic. This is something that arises from within a person.

Affective commitment as a feeling of belonging and being part of an organization and has a relationship with personal characteristics, organizational structure and work experience. Affective commitment relates to social relations to the organization, identification with the organization, and involvement of members with activities in the organization. Someone who has a high organizational commitment will continue to be part of the membership of the organization because it does have the desire to remain in the organization. So for the sake of the creation of a good cooperative relationship with fellow members of the organization, communication is needed.

In the context of leadership, a manager communicates effectively if his members can carry out their duties with awareness, excitement, and excitement. With effective interpersonal communication, the creation of information agreement and the quality of the relationships that are built. Both parties need to build a better relationship, because the accuracy of delivering information is determined by understanding, the influence of attitudes, better relations and actions. Thus, it can be stated that the perception of the principal's interpersonal communication has a direct effect on the teacher's affective commitment.

This is also supported by the results of research conducted by Benyamin Situmorang (2012) in his research showing that interpersonal communication has a positive direct effect on vocational head job satisfaction in Medan City ( $p_{43} = 0.211$ ), and interpersonal communication has a positive direct effect on the vocational head's organizational commitment in the city of Medan ( $p_{53} = 0.259$ ), and research conducted by Fitiranto (2014) *The influence of organizational climate, conflict management and interpersonal communication of school principals on the commitment of private junior high school teachers in Bandar Mataram Subdistrict*. There is a conclusion that there is a positive and significant influence between the principal's interpersonal communications on teachers' commitment

### **The Effects of Compensation on Affective Commitments**

Obtained path coefficient between X3 and X4, namely  $p_{43} = 0.287$  with the price of  $t_{count} = 7.729 > t_{table} = 1.918$ . Thus  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that Compensation (X3) has a direct effect on Affective Commitment (X4). The proportional direct effect of the Compensation variable (X3) on Affective Commitment (X4) is 8.2%. This means that 8.2% of the variation in the Affective Commitment score (X4) can be influenced by Compensation (X3), while the remaining 91.8% is determined by other variables outside of Compensation (X3).

Teachers who work for schools have a variety of goals, the main goal of teacher involvement is to meet the living needs of himself and his family. Received compensation is a concern given by the school to the teachers where it is a transaction between the school and its teachers, where the school requires teachers and compensates for the services they have provided, while the teacher provides energy, competence, thought attitude, behavior, work, and the performance needed by the organization by getting compensation agreed upon in other words its involvement with the school. Teachers' affective commitment will arise with the presence of job conditions and met expectation. Thus, it can be stated that compensation affects the teacher's affective commitment.

This is also supported by the results of research conducted by NK Ishud (2016) in finding degrees of freedom (df)  $nk-1$  or  $55-2-1 = 52$  (n is the number of cases and k is the number of independent variables and one is a fixed number ) With 2-sided testing (significance = 0.025) the results obtained for t table amounted to 2007. Because the value of  $t_{count} > t_{table}$  ( $9,775 > 2,007$ ) then

Ho is rejected, meaning that there is a significant influence between the welfare of the teacher and the teacher's affective commitment.

## CONCLUSION

Based on the results of data analysis and submission of hypotheses, conclusions can be taken as follows:

1. Emotional Intelligence has a positive direct effect on Compensation at Kindergartens, Medan Perjuangan District .
2. Teachers' Perception of Interpersonal Communication of headmaster has a direct positive effect on Compensation at Kindergarten, Medan Perjuangan District
3. Emotional Intelligence has a positive direct effect on teacher's affective commitment at Kindergartens, Medan Perjuangan District.
4. Teacher's Perception of Principal Interpersonal Communication has a positive direct effect on teacher's affective commitment at Kindergartens, Medan Perjuangan District
5. Compensation has a direct positive effect on teacher's affective commitment at Kindergartens Medan Perjuangan District

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