

The Effect of Digital Competence, Social Capital, Emotional Intelligence on Teacher Performance through Job Satisfaction

Teacher Performance
through Job
Satisfaction

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ABSTRACT

This study aims to analyze the influence of digital competence, social capital, and emotional intelligence on teacher performance, with job satisfaction as a mediating variable. The main focus is to provide recommendations to senior high school principals to improve teacher competence as a whole in order to support the effectiveness of school organizations in the digital era. This study uses a quantitative approach, with data collection through questionnaires to 389 senior high school teachers in Batam City. Data analysis was carried out using the Structural Equation Modeling–Partial Least Square (SEM-PLS) technique using SmartPLS 3.0 software. The results showed that social capital has a positive and significant effect on teacher performance. Strong social capital creates a conducive working atmosphere, mutual trust, and supports collaboration between teachers. Conversely, emotional intelligence does not have a direct effect on performance, but has a positive and significant effect on job satisfaction, which in turn can mediate the improvement of teacher performance. Job satisfaction is not proven to mediate the effect of social capital on teacher performance, because the direct effect is greater than the indirect effect. This study concludes that strengthening social capital and digital competence directly has a positive impact on improving teacher performance, while emotional intelligence plays a greater role in shaping job satisfaction. These findings provide a basis for school leaders to design human resource development policies that consider social and psychological factors in improving teacher performance in the era of digital transformation.

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Keywords: Digital Competence, Emotional Intelligence, Job Satisfaction, Social Capital, Teacher Performance

ABSTRAK

Penelitian ini menganalisis pengaruh kompetensi digital, modal sosial, dan kecerdasan emosional terhadap kinerja guru, dengan kepuasan kerja sebagai variabel mediasi. Penelitian berfokus pada pemberian rekomendasi kepada kepala sekolah SMA Negeri agar meningkatkan kompetensi guru demi efektivitas organisasi sekolah di era digital. Pendekatan kuantitatif digunakan, dengan data diperoleh melalui kuesioner kepada 389 guru SMA Negeri di Kota Batam. Analisis data menggunakan Structural Equation Modeling–Partial Least Square (SEM-PLS) dengan SmartPLS 3.0. Hasil menunjukkan bahwa modal sosial berpengaruh positif dan signifikan terhadap kinerja guru melalui terciptanya suasana kerja yang saling percaya dan kolaboratif. Sementara itu, kecerdasan emosional tidak berpengaruh langsung terhadap kinerja, tetapi berpengaruh signifikan terhadap kepuasan kerja, yang kemudian memediasi peningkatan kinerja. Kepuasan kerja tidak memediasi hubungan antara modal sosial dan kinerja karena pengaruh langsungnya lebih dominan. Penelitian menyimpulkan bahwa penguatan modal sosial dan kompetensi digital secara langsung meningkatkan kinerja guru, sedangkan kecerdasan emosional berperan dalam membentuk kepuasan kerja. Temuan ini penting bagi perumusan kebijakan pengembangan SDM berbasis sosial dan psikologis.

Kata kunci: Kompetensi Digital, Modal Sosial, Kecerdasan Emosional, Kepuasan Kerja, Kinerja Guru

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INTRODUCTION

In recent years, digital competence has emerged as a key concept in various policy documents, academic articles, and seminars. With the rapid advancement of information and communication technology, educational institutions are required to reassess their teaching goals and approaches (Kaur et al., 2018). Most teaching staff are still unfamiliar and not familiar with digital devices to support the distance learning process. Learning methods tend to be monotonous in traditional lecture and discussion methods without being mediated by digital devices (Birol, 2009). The problem is when teaching staff do not have adequate digital competence and are not supported by adequate digital devices in most educational institutions, especially in remote areas. The Industrial Revolution 4.0 (4IR) has arrived and is dubbed as a new disruptor in technology and software that is developing in the industrial world to develop user perspectives with the latest gadgets and ways of doing things, however, little thought has been made to involve digital skills for teachers and teaching staff (Tripathi, 2010).

Social capital refers to an individual's capacity to gain benefits through their involvement or connections in social networks (Bayu et al., 2023). Social capital is considered a valuable resource that offers a competitive advantage to individuals or groups in advancing their interests and achieving their goals (Shooshtarian et al., 2013; Navas & Vijayakumar, 2018). Digital competence and social capital possessed by an employee are not yet perfect in bringing him/her to optimal achievement and performance and success in communicating and interacting both digitally and in direct social interactions without being accompanied by emotional intelligence (Masitoh & Sudarma, 2019). Emotional intelligence is defined as an individual's capacity to recognize, understand, and manage their own emotions and the emotions of others, to identify and label emotions accurately, and to use these emotional insights to guide thinking and behavior.

Teachers play an important role in the education process, as the main agents in developing students' potential. Given its importance, Law Number 20 of 2003 concerning the National Education System, Article 42 paragraph (1), mandates that educators must meet minimum qualification standards, have certification appropriate to their level of education, be physically and mentally healthy, and be able to realize national education goals (Khalid et al., 2018; Alsughayir, 2021; Romi et al., 2021). In essence, teachers are people who have been professionally trained and equipped with the knowledge and skills needed to carry out educational activities such as teaching, mentoring, guidance, assessment, and evaluation. Marsh (2021) found that employee digital skills are related to individual performance through perceived ease of use of digital devices. This research emphasizes the critical role of digital literacy—not only as a precursor to broader factors influencing technology adoption, but also in shaping organizational strategies aimed at promoting digital workplace engagement (Long et al., 2016; Nathaya et al., 2022). Overall, despite ongoing efforts, existing research still shows mixed results on how digital competency impacts employee performance.

Teacher performance must function effectively for an organization to succeed (Syamsul, 2017). Factors originating from workers are influenced by their abilities or competencies. Efendi (2013) emotional intelligence also plays an important role in a person's success because. This study aims to provide recommendations for school leaders or principals at state high schools to improve digital competence, social capital, and emotional intelligence of teachers, with the aim of increasing job satisfaction and teacher performance. The results of the study are expected to be a reference for interested parties, especially leaders of educational institutions in formulating policies to improve teacher performance by considering current factors that influence teacher performance, such as digital competence, social capital, and emotional intelligence.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

Digital Competence, Teacher Performance and Job Satisfaction

Digital competence is an important ability in facing the demands of the increasingly digitalized modern work world (Rupande, 2015; Yoke & Panatik, 2015). This competence refers to an individual's capacity to utilize information and communication technology (ICT) to complete work tasks efficiently and productively. Gallardo-Echenique et al. (2015) stated that digital competence includes more than just technical skills; it also includes critical thinking, problem-solving, collaboration, and adaptation to new technologies that are relevant in the context of 21st-century professionals. Mulyadi et al. (2019) added that digital competence is dynamic and develops along with technological advances and changes in society's expectations of the role of individuals in a knowledge-based economy. Marsh (2021) research shows that digital literacy plays an important role in driving individual performance in the workplace. This literacy strengthens positive perceptions of the ease of use of digital technology, thereby encouraging wider adoption of digital work systems and increasing productivity. In the context of education, digital competence is becoming increasingly crucial for teachers because it not only affects the effectiveness of teaching but also impacts their job satisfaction (El Badawy & Magdy, 2015). Digitally competent teachers are better able to integrate technology into learning, adapt to digital-based administration systems, and respond to the challenges of modern education.

H1: Digital competence has a significant effect on teacher performance.

H2: Digital competence has a significant effect on job satisfaction.

Emotional Intelligence, Teacher Performance and Job Satisfaction

Emotional intelligence is an individual's ability to recognize, understand, and manage their own emotions and those of others, to positively influence behavior. In the context of education, especially the role of teachers, emotional intelligence is an important key in dealing with the dynamics of a complex school environment. Mehmood and Taswir (2013) highlighted six main components of emotional intelligence that are highly relevant in the workplace, namely emotional self-awareness, self-confidence, self-control, achievement orientation, empathy, and the ability to manage conflict. Teachers with high emotional intelligence tend to be able to create harmonious relationships with students and colleagues, manage stress, and make wiser decisions in challenging situations. Teachers who are able to regulate their emotions well will demonstrate professionalism, social sensitivity, and effectiveness in the learning process. Furthermore, Karimi (2014) showed that individuals with high emotional intelligence are more satisfied in their jobs because they are able to build positive social relationships, manage stress, and have a higher sense of achievement (Tang et al., 2022). Thus, emotional intelligence plays a dual role in supporting teacher professional performance while increasing satisfaction in carrying out their duties.

H3: Emotional intelligence has a significant effect on teacher performance.

H4: Emotional intelligence has a significant effect on job satisfaction.

Satisfaction on Teacher Performance

Job satisfaction is an important aspect in organizational behavior and human resource management, which directly affects employee performance, including teachers. Youssef and Luthans (2005) define job satisfaction as an individual's positive or negative emotional response to their work and the conditions of the work environment. In the context of schools, job satisfaction reflects the extent to which teachers feel satisfied with the roles, responsibilities, recognition, and interpersonal relationships they experience while carrying out their duties. Referring to Herzberg's two-factor theory, Tirmizi et al. (2009) explained that motivational factors such as achievement, recognition, and responsibility have a major influence on increasing job satisfaction. Teachers who feel

appreciated for their contributions and have room to develop professionally tend to have higher levels of job satisfaction. This satisfaction then has an impact on increasing commitment, teaching enthusiasm, and involvement in school activities as a whole (Yoke & Panatik, 2016; Asrar-ul-Haq et al., 2017). Teachers who are satisfied with their jobs will be more motivated to teach effectively, build positive relationships with students, and contribute to achieving the goals of educational institutions. Thus, job satisfaction not only reflects the psychological condition of teachers, but also becomes the main driver for improving professional performance in the world of education.

H5: Job satisfaction has a significant effect on teacher performance.

Social Capital, Teacher Performance and Job Satisfaction

Social Capital is an intangible asset that plays an important role in strengthening social relationships and cooperation in organizational environments, including educational institutions. According to Nahapiet and Ghoshal (1998), social capital includes structural, relational, and cognitive dimensions, all of which facilitate coordination and collaboration in achieving common goals. In the context of schools, social capital is reflected in the relationships between teachers, colleagues, school leaders, and other educational communities. Teachers who are involved in positive and supportive social networks are better able to share information, obtain constructive feedback, and develop more effective teaching strategies (Alinajafi et al., 2012; Minckler, 2014). This contributes to increased professionalism and student learning outcomes. When teachers feel valued, have access to social support, and have a sense of belonging in their work community, job satisfaction levels tend to increase. The findings of Chamanifard et al. (2015) strengthen this argument by showing that the presence of strong social capital promotes psychological well-being and work motivation. Overall, social capital not only influences how teachers work, but also how they feel about their work, making it an important factor in developing a healthy and productive educational organization.

H6: Social capital has a significant effect on teacher performance.

H7: Social capital has a significant effect on job satisfaction.

The Effect of Teacher Performance

Teacher performance is an important indicator in determining the quality of education. According to Huda (2022), performance refers to the real behavior shown by employees in carrying out their duties, which is influenced by individual competence and organizational support. In the context of education, teacher performance not only reflects teaching ability, but also administrative management, social interaction, and learning innovation (Imaduddin, 2023). Job satisfaction functions as a psychological bridge that connects individual and environmental input with real work results. Teachers with high digital competence tend to be more confident and efficient in using technology, which has a positive impact on job satisfaction and, ultimately, improves performance. Teachers with good emotional intelligence are better able to manage work pressure and build healthy interpersonal relationships, which increases job satisfaction and effectiveness in teaching. Strong social networks provide emotional and professional support, increasing a sense of belonging and job satisfaction, which in turn has an impact on improving performance. Job satisfaction plays a key role in maximizing the positive influence of personal and social factors on teacher performance as a whole.

H8: Job satisfaction mediates digital competence to teacher performance.

H9: Job satisfaction mediates emotional intelligence to teacher performance.

H10: Job satisfaction mediates social capital to teacher performance.

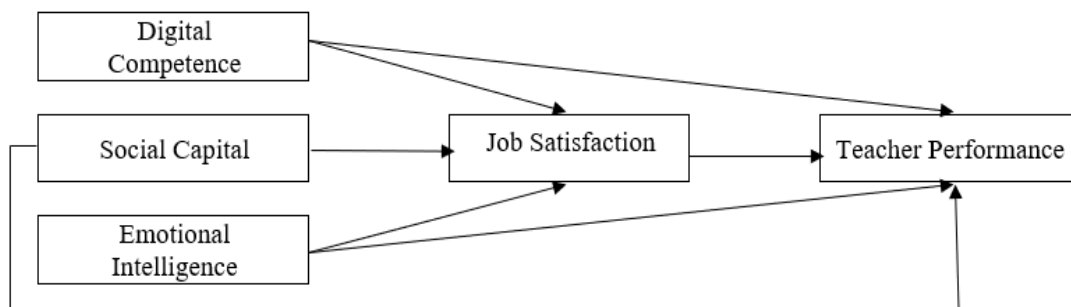


Figure 1. Research Framework

The framework in Figure 1 shows that this study is built on the basis of the importance of personal and social factors in determining teacher performance, which is the main indicator of educational quality. The three main variables assumed to play a direct role in improving teacher performance are digital competence, emotional intelligence, and social capital. These three factors not only have a direct effect on teaching performance, but are also believed to influence job satisfaction, which in this study acts as a mediating variable. Digital competence reflects the teacher's ability to use technology to support learning, which not only increases productivity but also increases job satisfaction through feelings of self-confidence and work efficiency. KE is an important foundation in dealing with work pressure, fostering healthy social relationships, and creating a positive learning environment. Therefore, EI is believed to be able to directly increase satisfaction and performance. Social capital, which includes networks of trust, collaboration, and social norms in the workplace, provides psychological and informational support that strengthens the role of teachers in the professional community. Job satisfaction acts as a mediating variable that strengthens the relationship between the three independent variables and Teacher Performance. This is based on the assumption that teachers who are satisfied with their jobs tend to have high work enthusiasm and show better performance.

RESEARCH METHOD

This study uses a quantitative approach that aims to test the theoretical relationship between variables empirically and systematically. The main focus of the study is to analyze the influence of digital competence, social capital, and emotional intelligence on teacher performance, with job satisfaction as a mediating variable. This approach was chosen because it allows researchers to verify the theoretical model that has been developed based on the previous conceptual framework. The types of data used are primary data and secondary data.

Primary data were obtained by distributing questionnaires to 389 high school teachers in Batam City, Riau Islands, while secondary data were collected from relevant school documentation and archives to support and complement the information from the questionnaire. The questionnaire was compiled using a five-point Likert scale, ranging from strongly disagree to strongly agree, with adjustments to negative statements that were reversed. The development of this instrument refers to valid theories and operational definitions of variables. To ensure the validity and reliability of the instrument, a trial was conducted on 30 teachers using the SEM-PLS (Structural Equation Modeling–Partial Least Square) approach. Validity was tested through Product Moment correlation, and reliability was tested using Cronbach's Alpha, following established standards.

Data analysis was carried out with the help of SmartPLS 3.0 software. Statistical analysis consists of descriptive statistics and inferential statistics. Descriptive statistics are used to describe the profile of respondents and distribute data from each variable, including frequency, mean, median, mode, variance, and standard deviation. Meanwhile, inferential statistics are used to test the significance of the relationship between variables, including direct and indirect effects (mediation), by looking at the t-statistic and p-value.

The operational variable definitions include: digital competence as the ability to use information technology in professional tasks; social capital as networks, norms, and trust that support collaboration; emotional intelligence as the ability to manage emotions; job satisfaction as a positive attitude towards work; and teacher performance as the level of work achievement based on established standards. This approach provides a strong methodological basis for explaining the contribution of psychosocial and technological factors to teacher performance in the digital era.

RESULTS

Substructural model 1 in this study is to test the direct influence of three independent variables, Digital Competence (*Kompetensi Digital/KD*), Social Capital (*Modal Sosial/MS*), and Emotional Intelligence (*Kecerdasan Emosional/KE*) on the mediating variable, namely Job Satisfaction (*Kepuasan Kerja/KK*). This model reflects the assumption that internal and external factors possessed by teachers, such as the ability to utilize technology (KD), the strength of social networks (MS), and the ability to manage emotions (KE), play an important role in forming positive perceptions of their work. Meanwhile, Emotional Intelligence plays a role in building healthy interpersonal relationships, stress management, and positive attitudes towards professional tasks. This model is analyzed using the SEM-PLS approach to identify the strength and direction of the relationship between variables.

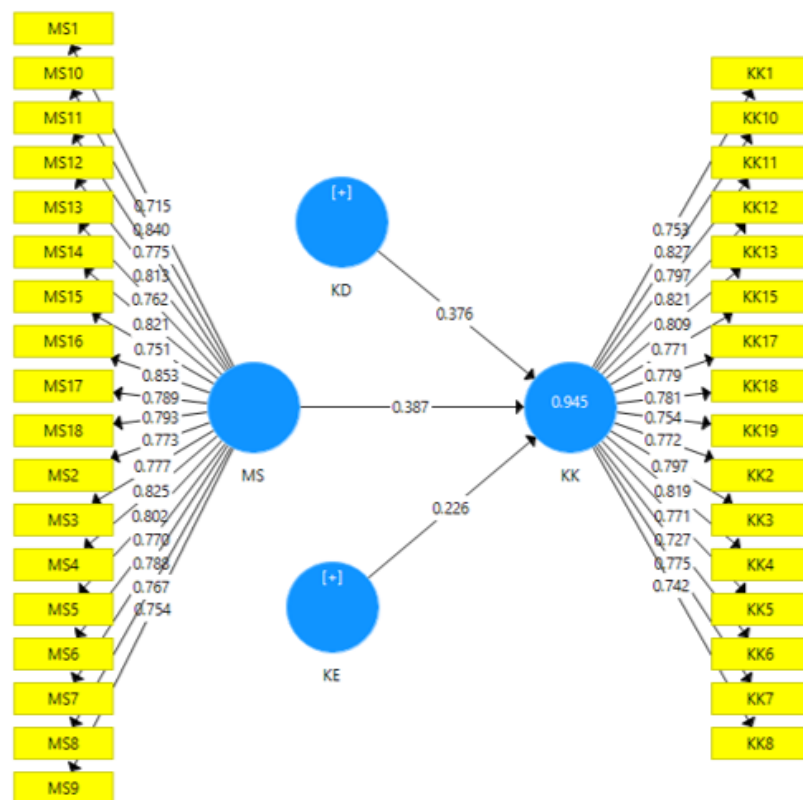


Figure 2. Inner Model Sub Structure 1

The results of the study shown in Table 1, show that Digital Competence (KD) has a significant positive effect on Job Satisfaction (KK), with a coefficient of 0.38 and a p value of 0.00, indicating significance at the 1% level. This shows that increasing digital competence is directly proportional to increasing job satisfaction of high school teachers in Batam City. Social Capital (MS) also has a significant effect on Job Satisfaction (KK), reflected in a coefficient of 0.23 and a p value of 0.01, which is statistically significant at the 1% level. This shows that greater social capital leads to higher job satisfaction in these

teachers. Emotional Intelligence (KE) has a significant effect on Job Satisfaction (KK), with a coefficient of 0.39 and a p value of 0.00, also significant at the 1% level. This implies that increasing emotional intelligence contributes to greater job satisfaction for high school teachers in Batam City.

Table 1. Testing the Significance of the Substructure Path Coefficient 1

Variable	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
KD -> KK	0.38	0.10	3.71	0.00
KE -> KK	0.23	0.08	2.66	0.01
MS -> KK	0.39	0.12	3.24	0.00

Substructural model 2 to test the direct influence of Digital Competence (KD), Social Capital (MS), Emotional Intelligence (KE), and Job Satisfaction (KK) on Teacher Performance (*Kinerja Guru/KG*). Digital Competence reflects the ability of teachers to utilize technology to support the learning process effectively, which has a positive impact on performance. Meanwhile, Job Satisfaction reflects the level of comfort and emotional involvement in the job, which encourages dedication and optimal performance. Analysis using SEM-PLS identifies the extent to which these four variables directly affect teacher performance, in order to provide an empirical basis for improving the quality of education through a holistic human resource approach.

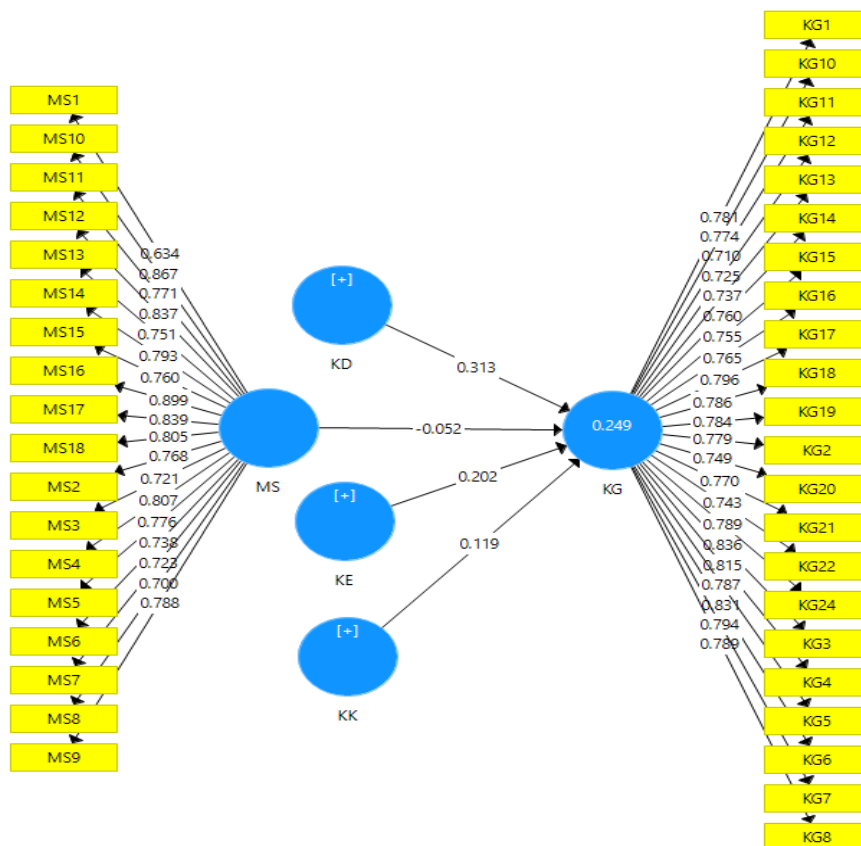


Figure 3. Inner Model Sub structure 2

The results of the study in Table 2 show that Digital Competence (KD) has a significant effect on Teacher Performance (KG) as indicated by a coefficient value of 0.31 and a p value of 0.01 which is significant at the 1% level. This shows that increasing digital competence is directly related to improving the performance of high school teachers in Batam City. Social Capital (MS) does not have a significant effect on Teacher Performance (KG) as indicated by a coefficient of -0.05 and a p value of 0.06 which

exceeds the statistical significance threshold. This shows that increasing social capital does not necessarily improve the performance of high school teachers in Batam City. Emotional Intelligence (KE) has a statistically significant effect on Teacher Performance (KG) with a coefficient of 0.19 and a p value of 0.01 which indicates significance at the 1% level. This shows that increasing emotional intelligence is related to improving the performance of high school teachers in Batam City. Job Satisfaction (JS) also has a significant effect on Teacher Performance (TPS) as evidenced by a coefficient of 0.12 and a p-value of 0.04 which is significant at the 5% level. This means that the higher the job satisfaction, the better the performance of state high school teachers in Batam City. This means that if job satisfaction increases, it will also increase the performance of state high school teachers in Batam City.

Table 2. Testing the Significance of the Substructure Path Coefficient 2

Variable Relationship	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
KD -> KG	0.31	0.12	2.50	0.01
MS -> KG	-0.05	0.03	1.56	0.06
KE -> KG	0.19	0.09	2.23	0.01
KK -> KG	0.12	0.07	1.71	0.04

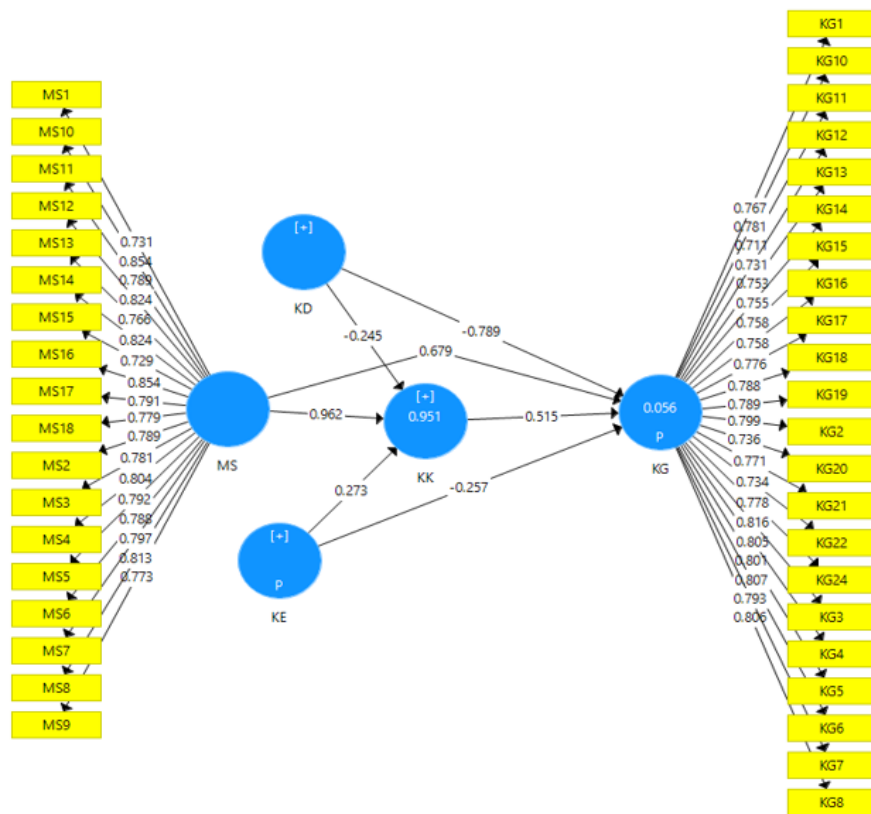


Figure 3. Inner Model Sub structure 2

Based on Figure 3, path a is not significant, while path b (the effect of Job Satisfaction on Teacher Performance) and path c' (the direct effect of Digital Competence on Teacher Performance) are significant. Because path a is not significant, the mediation requirement is not met, so Job Satisfaction does not act as a mediator in the relationship between Digital Competence and Teacher Performance. Thus, it can be concluded that the effect of Digital Competence on the Performance of Senior High School Teachers in Batam City is direct without going through Job Satisfaction.

Table 3. Test Results Direct, Indirect and Total Effect (Mediation Effect)

Test		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Direct Influence	KD -> KG	-0.79	-0.75	0.35	2.29	0.01
	KD -> KK	-0.24	-0.20	0.16	1.50	0.06
	KE -> KG	-0.26	-0.31	0.16	1.59	0.05
	KE -> KK	0.27	0.26	0.06	4.48	0.00
	KK -> KG	0.52	0.72	0.36	1.45	0.04
	MS -> KG	0.68	0.50	0.43	1.57	0.05
	MS -> KK	0.96	0.93	0.16	6.08	0.00
Indirect Influence	KD -> KK -> KG	-0.13	-0.16	0.14	0.92	0.18
	KE -> KK -> KG	0.14	0.19	0.11	1.27	0.10
	MS -> KK -> KG	0.50	0.68	0.31	1.57	0.06
Total Influence	KD -> KG	-0.91	-0.90	0.33	2.81	0.00
	KD -> KK	-0.24	-0.20	0.16	1.50	0.07
	KE -> KG	-0.12	-0.12	0.13	0.92	0.18
	KE -> KK	0.27	0.26	0.06	4.48	0.00
	KK -> KG	0.52	0.72	0.36	1.45	0.07
	MS -> KG	1.17	1.18	0.29	4.01	0.00
	MS -> KK	0.96	0.93	0.16	6.08	0.00

Based on Table 3, the direct effect of Digital Competence (KD) on Teacher Performance (KG) is significantly negative with a t-statistic value of 2.29 and $p = 0.01$, while the effect of KD on Job Satisfaction (KK) is not significant ($t = 1.50$; $p = 0.06$). The effect of social capital (MS) on KG and KK are both significantly positive ($t = 1.57$; $p = 0.05$ and $t = 6.08$; $p = 0.00$). Job satisfaction (KK) also has a significantly positive effect on teacher performance ($t = 1.45$; $p = 0.04$). The indirect effect (mediation) of KK on the relationship between KD and KG is not significant ($t = 0.92$; $p = 0.18$), while the mediation from MS to KG through KK is almost significant ($t = 1.57$; $p = 0.06$). Overall, the influence of MS on KG is the strongest and most significant ($t = 4.01$; $p = 0.00$). This finding indicates that social capital and job satisfaction play a significant role in improving teacher performance, while digital competence has a direct negative effect on teacher performance.

The R-square analysis aims to assess the predictive strength of a model by examining how well variations in the independent variables explain changes in the dependent variable within a path model. A higher R-square value indicates that the independent variables effectively account for the variation in the dependent variable. Additionally, if the R-square probability value (P-Value) is less than 0.05, it suggests that the model has good explanatory power. Specifically, an R-square value of 0.75 reflects a strong model, a value of 0.50 indicates a moderate model, and a value of 0.25 is considered to represent a weak model.

Table 4. R Square Value of Each Sub Structure

Variable		R Square	R Square Adjusted
Sub Structure 1	KK	0.94	0.94
Sub Structure 2	KG	0.25	0.24
Sub Structure 3	KK	0.95	0.95
	KG	0.06	0.05

Referring to the data presented in Table 4 the R-Square value for Sub-Structure 1—which analyzes the influence of Digital Competence (*Kompetensi Digital*/KD), Social Capital (MS), and Emotional Intelligence (KE) on Job Satisfaction—is 0.94, with an Adjusted R-Square also at 0.94. This indicates that the variables KD, MS, and KE collectively account for 94% of the variance in Job Satisfaction, demonstrating a very strong level of explanatory power. The remaining 6% is attributed to other factors not examined in this research.

In addition, the data indicates that the R-Square value for Sub-Structure 2—which examines the impact of Digital Competence (KD), Social Capital (MS), Emotional

Intelligence (KE), and Job Satisfaction (KK) on Teacher Performance (KG)—is 0.25, with an Adjusted R-Square of 0.24. This suggests that these four variables together explain 25% of the variation in Teacher Performance, reflecting a relatively weak level of explanatory power. The remaining 75% is influenced by other factors not addressed in this study.

In addition, the R-Square value for Sub-Structure 3a, which examines the influence of Digital Competence (KD), Social Capital (MS), Emotional Intelligence (KE), and Job Satisfaction (KK) on Teacher Performance, is 0.95, with an Adjusted R-Square of 0.95. This indicates that these variables collectively account for 95% of the variance in Teacher Performance, demonstrating a very strong explanatory power. The remaining 5% is attributed to other factors not explored in this study.

Furthermore, the R-Square value for Sub-Structure 3b, which assesses the influence of Digital Competence (KD), Social Capital (MS), and Emotional Intelligence (KE) on Teacher Performance through Job Satisfaction, is 0.06, with an Adjusted R-Square of 0.05. This indicates that these variables, when mediated by job satisfaction, explain only 6% of the variation in teacher performance—reflecting a very weak explanatory power—while the remaining 94% is influenced by other factors not considered in this study.

DISCUSSION

The results of the study showed that social capital has a positive and significant effect on Teacher Performance. This means that the higher the social capital, the higher the influence on Teacher Performance (Khoirriini & Kartika, 2014). This reflects a teacher who trusts others will create a sense of comfort, happiness, mutual understanding of shortcomings and appreciation of the strengths of his friends (Widodo & Sulistiasih, 2023). In addition, there is no envy, jealousy, so that it supports the creation of a conducive atmosphere in carrying out the learning process which can ultimately improve teacher performance. Social capital is built and developed in structural, cognitive and relational dimensions in line with the demands of competence that a teacher must have. By building a network with related parties as school stakeholders, mutual trust, obeying norms and providing reciprocal relationships that are continuously developed by teachers can support and improve teacher performance. The results of this study are in line with the research of Hartatik and Fauzan (2019) which states that social capital affects performance.

The results of the study showed that the influence of emotional intelligence on teacher performance was unacceptable. Increasing emotional intelligence does not improve teacher performance. This is also in accordance with research conducted by Mehmood et al. (2013) which states that emotional intelligence does not affect performance. With high emotional intelligence, a teacher will better understand, recognize, feel, manage and control their own feelings and the feelings of others and be able to apply them in personal and social life, motivate themselves and others in this case students, in order to optimize their energy function in order to achieve the desired goals (Irfan et al., 2021; Ardiani, 2023). With high emotional intelligence, it turns out that it can have a positive and significant effect on Job Satisfaction. The emotional intelligence variable has a coefficient value of 73% on Job Satisfaction. This means that every increase in Job Satisfaction of Junior High School Teachers in Batam City can affect the increase in Teachers' emotional intelligence by up to 73%.

The results of the study showed that the direct effect of social capital on teacher performance was 0.204 while the indirect effect through Job Satisfaction was 0.188. Job Satisfaction is said not to mediate the effect of social capital on teacher performance because the coefficient value of the direct relationship is smaller than the coefficient value of the indirect relationship. This is in line with the research of Efendi et al. (2023) which states that Job Satisfaction does not mediate social capital on teacher performance. The results of the study showed that the direct effect of emotional intelligence on teacher performance was not significant and had a coefficient value of 0.204 compared to its indirect effect through Job Satisfaction. Teachers who have high emotional intelligence

tend to have high Organizational Membership Satisfaction (Job Satisfaction) in improving their performance. The main findings of this study are in accordance with previous studies conducted by Zaman and Tjahjaningsih (2017) in various organizations and other sectors regarding the effect of digital competence, human capital, emotional intelligence and job satisfaction but the sample size is different for most other studies.

CONCLUSION

Based on the results of the study, it can be concluded that social capital has a positive and significant influence on teacher performance. The higher the social capital possessed, such as trust, reciprocal relationships, and compliance with work norms, the better the teacher's performance in carrying out their duties. Social capital creates a conducive work environment and supports an effective learning process. Although emotional intelligence does not have a direct effect on teacher performance, this variable is proven to have a significant effect on job satisfaction. This means that teachers who have high emotional intelligence tend to feel more satisfied with their work, which in turn can indirectly drive performance. However, job satisfaction does not mediate the relationship between social capital and teacher performance, because the direct influence of social capital is greater than its indirect influence. Job satisfaction is not a mediator in this relationship. Therefore, strengthening social capital in the school environment is an important strategy to improve teacher performance, while emotional intelligence needs to be focused on increasing job satisfaction in order to provide a long-term effect on the quality of teaching. The selection of variables for further research should consider different sample sizes, organizational forms and organizational outputs. Regarding employee performance, it was found that there are still some teachers of State Senior High Schools in Batam City who have not been guided by the work quality requirements in carrying out their work, so that sometimes the results or learning processes carried out are not in accordance with the established quality standards. Therefore, it is recommended for leaders to be able to strengthen SOPs or quality standards in carrying out their duties and socialize them to teachers and require each teacher to be guided by SOPs or quality standards in carrying out their duties.

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