

**THE RELATIONSHIP BETWEEN EMOTIONAL INTELLEGENCE,
COMPENSATION, AND PHYSICAL FITNESS WITH PHYSICAL EDUCATION
TEACHER PERFORMANCE in SMA NEGERI KABUPATEN SUKABUMI**

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ABSTRACT

This research involve 30 teacher's of SMA Negeri in Kabupaten Sukabumi, by using purposive sampling technique. The method used in this research is a survey with approach quantitative. The three variables data (physical education teacher performance, emotional intellegence, and compensation is obtained by questioners. The physical fitness variable is obtained by through physical fitness test applies Harvard Step Test. The data processing of this research is done by using regression technique and correlation. The research instruments for all variables based on internal validity, by examining through construct validity, and external validity, to examine the level of validity by using Pearson Product Moment correlation formula. The examination of instrument reliability based on internal consistency through Alpha Cronbach technique. The result of this test shows that the reliability of each instrument as follow: physical education teacher performance $r^{11} = 0,885$, emotional intellegence $r^{11} = 0,898$, compensation $r^{11} = 0,932$

The result of the research shows: firstly, there are positive and significant relation between emotional intellegence (X_1) with physical education teacher performance (Y), with correlation coefficient $r_{y_1} = 0,56$ and equation of regression $\hat{Y} = 30,69 + 0,40X_1$. Secondly, there are positive and significant relation between compensation (X_2) with physical education teacher performance (Y), with correlation coefficient $r_{y_2} = 0,60$ and equation of regression $\hat{Y} = 27,41 + 0,46X_2$. Thirdly, there are positive and significant relation between phisical fitness (X_3) with physical education teacher performance (Y), with correlation coefficient $r_{y_3} = 0,42$ and equation of regression $\hat{Y} = 52,35 + 0,33X_3$. Fourthly, there are positive and significant relation among emotional intellegence (X_1), compensation (X_2), and phisical fitness (X_3) jointly with teacher's productivity (Y), with correlation coefficient $R_{y.12} = 0,53$ and equation of regression $\hat{Y} = 4,29 + 0,10 X_1 + 0,37X_2 + 0,49X_3$. Fifthly, the contribution of emotional intellegence to physical education teacher performance is 30,81%, the contribution of compensation to physical education teacher performance is 35,56%, the contribution of physical fitness to physical education teacher performance is 17,95% and also contribution of emotional intellegence, compensation, and physical fitness by together with physical education teacher performance is 27,93%.

So, it can be concluded that the improvement of physical education teacher performance can be carried out by improving emotional intellegence, compensation, and physical fitness.

Keywords: physical education teacher performance, emotional intellegence, compensation, and physical fitness

**HUBUNGAN ANTARA KECERDASAN EMOSIONAL, KOMPENSASI, DAN
KESEGERAN JASMANI DENGAN KINERJA GURU PENDIDIKAN JASMANI,
OLAHRAGA, DAN KESEHATAN PADA SMA NEGERI DI KABUPATEN
SUKABUMI**

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ABSTRAK

Penelitian ini melibatkan 30 orang guru penjasorkes SMA Negeri di Kabupaten Sukabumi, dengan menggunakan teknik purposive sampling. Metoda yang digunakan di dalam penelitian ini adalah metode survei dengan pendekatan kuantitatif. Ketiga data variabel-variabel (kinerja guru pendidikan jasmani, kecerdasan emosional, dan kompensasi diperoleh melalui kuisioner. Variabel kebugaran jasmani diperoleh oleh melalui test kebugaran jasmani menggunakan Harvard Step Test. Pengolahan data penelitian dilakukan dengan menggunakan teknik regresi dan korelasi. Pengujian keterandalan instrumen berdasar pada *internal consistency* melalui teknik Alpha Cronbach. Hasil uji coba menunjukkan bahwa keterandalan dari tiap instrumen sebagai berikut: kinerja guru pendidikan jasmani $r_{11} = 0,885$, kecerdasan emosional $r_{11} = 0,898$, kompensasi $r_{11} = 0,932$

Hasil dari penelitian menunjukkan: pertama, terdapat hubungan positif dan signifikan antara kecerdasan emosional (X1) dengan kinerja guru pendidikan jasmani (Y), dengan koefisien korelasi $r_{y1} = 0,56$ dan persamaan regresi $\hat{Y} = 30,69 + 0,40X1$. Kedua, terdapat hubungan positif dan signifikan antara kompensasi (X2) dengan kinerja guru pendidikan jasmani (Y), dengan koefisien korelasi $r_{y2} = 0,60$ dan persamaan regresi $\hat{Y} = 27,41 + 0,46X2$. Ketiga, terdapat hubungan positif dan signifikan antara kebugaran jasmani (X3) dengan kinerja guru pendidikan jasmani (Y), dengan koefisien korelasi $r_{y3} = 0,42$ dan persamaan regresi $\hat{Y} = 52,35 + 0,33X3$. Keempat terdapat hubungan positif dan signifikan antara kecerdasan emosional (X1), kompensasi (X2), dan kebugaran jasmani (X3) secara bersama-sama dengan dengan kinerja guru pendidikan jasmani (Y), dengan koefisien korelasi $R_{y12} = 0,53$ dan persamaan regresi $\hat{Y} = 4,29 + 0,10 X1 + 0,37X2 + 0,49X3$. Kelima, sumbangan kecerdasan emosional terhadap kinerja guru pendidikan jasmani adalah 30,81%, sumbangan kompensasi terhadap kinerja guru pendidikan jasmani adalah 35,56%, sumbangan kebugaran jasmani terhadap kinerja guru pendidikan jasmani adalah 17,95% dan juga sumbangan kecerdasan emosional, kompensasi, dan kebugaran jasmani secara bersama-sama dengan kinerja guru pendidikan jasmani adalah 27,93%.

Dengan demikian, maka dapat disimpulkan bahwa peningkatan kinerja guru pendidikan jasmani dapat dilakukan dengan meningkatkan kecerdasan emosional, kompensasi, dan kebugaran jasmani.

Kata kunci: kinerja guru pendidikan jasmani, kecerdasan emosional, kompensasi, dan kebugaran jasmani.