

Teacher's Work Spirit (Causal Model Of Extroversy Personality, Emotional Intelligence And Job Satisfaction On The Work Spirit Of Medan City State Madrasah Aliyah Teachers)

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ABSTRACT

This research aims to determine: (1) the influence of extroverted personality on job satisfaction; (2) the influence of emotional intelligence on job satisfaction; (3) the influence of extroverted personality on teacher morale; (4) the influence of emotional intelligence on teacher morale; and (5) the influence of job satisfaction on teacher morale. Subject study is Medan City State Madrasah Aliyah teachers with a total sample size 184 people. Taking sample done with proportional simple random sampling. Method study nature path analysis which aims to test theory and obtain information about research. Based on testing hypothesis can be concluded: (1) exists influence straight extroverted personality with job satisfaction of 0.03 (3%); (2) exists influence direct emotional intelligence with job satisfaction of 0.05 (5%); (3) exists influence direct extroverted personality with teacher's enthusiasm for work of 0.02 (2%); (4) exists influence direct emotional intelligence with teacher's enthusiasm for work amounted to 0.07 (7%); and (5) exist direct influence job satisfaction on teacher morale as big as 0.01 (1%). The research results provide an overview of personality Extroversion, emotional intelligence, and job satisfaction influence teacher morale by 20% and the rest is determined by other circumstances.

Keywords: Personality Extroversion, Intelligence Emotional, Satisfaction Work and Passion Work

A. INTRODUCTION

Teachers are the key to the success of an educational institution and are also agents and spearheads of educational institutions. Good or bad teacher behavior or teaching methods greatly influence the image of educational institutions. Therefore, teacher resources must be developed through education, training and other activities so that their professional abilities can be further improved.

Various efforts have been made to improve the quality of national education, for example developing national and local curricula, increasing teacher competency through training, procuring books and learning tools, teacher certification, procuring and improving educational facilities and infrastructure, as well as improving the quality of school management. However, it seems that all these efforts have not shown encouraging results. This phenomenon is indicated by the low quality of education. The low quality of education is evident from the United National Development Project (UNDP) report in 2008 which states that the quality of Indonesia's human resources is ranked 109th, far below Brunei which is ranked 27th, Singapore is 28th, Malaysia is 63rd, and Thailand is ranked 27th. -81, and Sri Lanka 104th, this data shows that the quality of Indonesian education is still low (<http://hdr.undp.org/en/statistics>).

This is also supported by the results of research conducted by Balitbang PDIP in 2007 which states that the percentage of teachers who are qualified according to their profession is as follows: high school teachers 67.1%, middle school teachers 64.1%, and elementary school teachers 50.7%. This indicates that the average of all teachers, starting from elementary, middle and high school teachers, an average of 60.3% are not yet professional or not yet fit to be teachers.

In line with this, Purba (2009:91) stated that one of the educational problems currently being faced by the nation is the issue of the quality of education at every level and educational unit. This is also supported by the results of the 2010 SMP/MTs National Examination by Waspada online, as many as 6,858 SMP/MTs students in North Sumatra Province were declared not to have passed and had to take a repeat exam. Whereas amount students who were declared to have passed reached 97.17 percent of the 242,587 students who took part Exam National (<http://rumahnajwa.wordpress.com/2010/05/06/>).

Therefore, the quality of education needs to be improved by increasing the teacher's ability to carry out his duties as an educator in forming personality and imparting knowledge and skills. The teacher's duties will not run well without paying attention to the factors that influence the teacher's success in carrying out their duties.

For can carry out duties and responsibilities answer the above, then the teacher is required own abilities and skills certain. Ability and skills the as part from competence teacher professionalism. For That competence is something absolute ability owned by the teacher for his duties as a teacher (educator) can accomplished with Good. For make a teacher professional staff then need held coaching in a way Keep going continuous and continuous through various business among them through activity upgrading, training nor chance Study to level more education tall. However also need to pay attention enhancement teacher professionalism other aspects such as enhancement discipline, giving motivation, giving guidance through supervision, giving incentives, decent salary with his professionalism so that possible expected teacher performance increase.

There are many factors that can increase a teacher's success in teaching, both factors from within the teacher himself and from outside himself, such as work enthusiasm. Spirit teacher's work is desire and sincerity somebody do his job with Good as well as disciplined For reach performance maximum work. Teachers who have Spirit high work will more succeed compared to with teachers who don't own Spirit Work or sincerity in capable of doing his job Work tough and responsible answer in activity good learning.

Teacher work enthusiasm is a person's desire and sincerity to do their work well and with discipline to achieve maximum work performance. Teachers who have good work enthusiasm will be more successful than teachers who do not have work enthusiasm or seriousness in carrying out their duties. As Nitisemito (2004:160) states that work enthusiasm is the ability to do work more actively, so that work can be expected to be faster and better. Meanwhile, according to Hasibuan (2007: 105), work enthusiasm is a person's desire and sincerity to do their work well and is disciplined to achieve maximum work performance.

Work enthusiasm can influence a person's work, because if a teacher is enthusiastic about his work he will show better work abilities. Purwanto (1995:60) states that enthusiasm is "a person's emotional and mental reaction to their work which can influence the quantity and quality of their work".

Teachers in general will be motivated to teach with high work enthusiasm if their needs as living creatures and social creatures can be met properly. Considering the large role of teachers in the teaching and learning process in an educational institution, they must be able to look carefully at the extent of a teacher's level of satisfaction in teaching and their relationship with leaders, as well as with other teachers, as well as the personality type.

In this regard, Schultz (1994) explains that personality is a unique, relatively persistent internal and external aspect of a person's character that influences behavior in different situations. Meanwhile, according to Eysenck in Suryabrata (1998) defines personality as the totality of behavioral patterns by genes and the environment, personality originates and develops through functional interactions of the three main sectors, namely the conative sector (character), the affective sector (temperament), and the somatic sector (constitution).

Therefore, the extroverted teacher personality type is a personality dimension that describes someone who is sociable, cheerful and confident, and tends to show characteristics that are very calm, relaxed, do not have excessive ambition and like to be in groups, are firm and able to discuss questions. In his position as a teacher, the extroverted personality traits possessed by a teacher will differentiate him from other individuals. This type determines the pattern of reactions to situations and events that directly or indirectly have an influence on himself and others. Therefore, the personality type of a teacher who is extroverted certainly influences the teacher's work enthusiasm in carrying out his daily duties.

Research results that support this include Lestari, et al (2001), Kodalkar (2020) and Mangkunegara (2010) concluding that satisfaction Work can influenced by type personality. Based on results the means type personality can made as predictor for predict satisfaction Work. Deep Jung Naisaban (2003) also emphasizes this that man displays One center character or characteristic specifically, which influences in a way wide behaviours man every day. Jung believes that difference type personality man started since small. Typology personality Jung divided become two that is, extrovert and introverted Where second personality That oriented at a time trend basically each other leaving behind. Jung explained that type personality divided become two, where the person is type extrovert own characteristic social, more Lots do from in contemplation (contemplating and thinking). Individual personality extrovert is individuals full of motives coordinated by events external (inner Chaplin Naisaban, 2003). Whereas type individual introvert is a person who is inclined interesting self from contact social.

Apart from the teacher's extroverted personality type, another factor that needs to be considered in increasing the enthusiasm for teaching is the emotional intelligence possessed by the teacher himself. According to Goleman in Imam (2004:1) emotional intelligence (Emotional Intelligence) is the ability to recognize our own feelings and the ability to manage emotions well in ourselves and in relationships with other people.

Therefore, a teacher's enthusiasm for teaching can be seen from the level of emotional intelligence that the teacher has, where a poor level of emotional intelligence will lead to poor teaching commitment, and conversely, if the emotional intelligence level is good it will also lead to good teaching commitment.

The opinion above is in line with research findings conducted by Virk (2011) that emotions play an important role in job satisfaction, managers who have high emotional intelligence are more satisfied with their work than managers who have low emotional intelligence. Furthermore, Gunduz et al. (2012) also concluded that intelligence emotional role important to satisfaction internal work. Employee with intelligence emotional tall own satisfaction more work height and opportunity they for leave company lower compared to with employees who have satisfaction low work (Nair et al., 2010). Research by Iswahyuni (2008) concluded that emotional intelligence has a positive and significant relationship to teacher morale with a correlation of 0.58 at a significance level of 0.05. This was also done by Suwandi (2009) who concluded that emotional intelligence influences teacher morale at a correlation level of 0.62 and a determination level of 64%.

Apart from the two factors above, teacher morale is also influenced by the teacher's level of job satisfaction in carrying out their duties and functions as an educator. This job satisfaction factor is quite influential on teacher morale in carrying out their duties in teaching or educating their students. According to Robbins (2003:78) job satisfaction is a general attitude towards a person's work which shows the difference between the amount of appreciation workers receive and the amount they believe they should receive. Temporary that Greenberg and Baron (2003:148) describe satisfaction Work as attitude positive or negative done individual to work they. Gibson (2000:106) stated satisfaction Work

as attitudes of workers about work they. That matter is results from perception they about work the. Research result Nurbudiyani (2016) and Rehatta (2018) concluded that satisfaction Work employee tall result or influential positive to Spirit Work. However, results different obtained in study Windusara (2016) stated that satisfaction Work No influential significant to Spirit Work employee.

Moving on from the description above, the formulation of this research problem is: 1) Does extroverted personality have a direct effect on job satisfaction of Medan City State Madrasah Aliyah teachers ?; 2) Does emotional intelligence have a direct effect on job satisfaction of Medan City State Madrasah Aliyah teachers ?; 3) Does an extroverted personality have a direct effect on the work spirit of the Medan City State Madrasah Aliyah ?; 4) Does emotional intelligence have a direct effect on the work spirit of Medan City State Madrasah Aliyah teachers ?; and 5) Does job satisfaction have a direct effect on the work spirit of Medan City State Madrasah Aliyah teachers.

B. LITERATURE REVIEW

Spirit Teacher Work

According to Hasibuan (2007:105) work enthusiasm is a person's desire and sincerity to do their work well and with discipline to achieve maximum work performance. Meanwhile, according to Alex S Nitisemito (2004: 160) work enthusiasm is the ability to do work more actively, so that work can be expected to be faster and better. Then Davis (2000) stated that work enthusiasm is the willingness of feelings and behavior that increase a person's work to produce more and better work. Work spirit is a positive work atmosphere that exists in an organization and is expressed in the attitudes of individuals and groups that support all aspects of work including the environment, collaboration with other people that is optimally in line with educational interests and goals.

Meanwhile, Straus and Sayless (1999) stated that work enthusiasm is the attitude of employee participation in achieving organizational goals which must be carried out with strong encouragement, enthusiasm and responsibility for the achievements and consequences of the organization in the present and the future. According to Winardi (2004), work enthusiasm means the absence of conflict, feelings of happiness, good personal adjustment, and the level of ego involvement in work.

From the definition above, it can be concluded that teacher work enthusiasm is a deep enjoyment of the work carried out to achieve better work performance, although work enthusiasm is not necessarily caused by working conditions.

Indications of a decline in work morale according to Nitisemito (2004: 161) can be expressed as follows: (1) decline/low work productivity, namely the decline in work productivity can be measured or compared with the work results achieved by previous teachers. This decreased productivity can occur due to laziness, procrastination of work and so on. If a decrease in productivity occurs, there is an indication of decreased work morale. However, before drawing conclusions, it is necessary to research first whether there are other factors that influence it; (2) a high level of absenteeism, which is an indication of a decline in work morale. This is because in general if employees are not enthusiastic, they will be reluctant to come to work every day; (3) labor turnover/ high teacher turnover rate, that is, the increasing rate of teacher turnover is mainly due to dissatisfaction with work. High turnover rates can also cause productivity to decline and disrupt the survival of educational institutions. So, a high turnover rate is an indication of low morale; (4) anxiety everywhere, namely anxiety can manifest in the form of displeasure at work and complaints. The school needs to know this because if left unchecked it could be detrimental to the school; (5) frequent demands, namely demands that are a manifestation of dissatisfaction, and are a fairly strong indication of decreasing work morale; (6) strike, namely a strike occurs when the desired demands are not approved or do not receive a response from the educational institution. Strikes are a manifestation of teachers' dissatisfaction and anxiety at work. If this strike occurs, it is an indication of decreased work morale, and results in the cessation of educational operations.

According to As'ad (2002:114) there are five factors that give rise to work enthusiasm, namely (1) position, (2) rank (class), (3) age, (4) financial security and social security, and (5) quality supervision. Meanwhile, according to Lateiner in Tohardi (2002:431) states that there are several factors that

influence work morale, namely: (1) workers' pride or love for their work and satisfaction in carrying out good work, (2) attitudes towards leaders, (3) desire to progress, (4) feeling that he has been treated well, (5) ability to get along with fellow workers, (6) awareness of his responsibility for completing his work.

Meanwhile, according to Nitisemito (2004:175) the factors for measuring work morale are: (1) absenteeism, because absenteeism shows the absence of teachers in their duties. This includes time lost due to illness, accidents, and leaving work for personal reasons without authorization, (2) cooperation in the form of collective action by one person towards others. Collaboration can be seen from the teacher's willingness to work together with colleagues or superiors to achieve common goals, (3) job satisfaction as a pleasant or unpleasant emotional state, (4) discipline as an attitude and behavior that is in accordance with regulations in the form of written. In practice, if an educational institution has implemented most of the regulations that are obeyed by the majority of teachers, then discipline can be enforced.

Personality Extroversion

Atkinson et al (1993) say that personality is a typical pattern of behavior and way of thinking that determines a person's adjustment to their environment. Likewise, Feist & Feist (2002) stated that personality is a relatively permanent pattern of traits, disposition or characteristics that provide consistency to a person's behavior. So, from the various definitions above it can be concluded that personality is a dynamic organization within a unique individual, relatively persistent in the internal and external aspects of a person's character which influences behavior in different situations.

Meanwhile (Engel, 1995) said that personality provides a special pattern of organization that makes individuals unique and different from all other individuals. Apart from being different from each other, humans also have similarities with others. So, personality classification can be done based on the similarity of certain most prominent characteristics. This is what is called human personality grouping (Sumarwan, 2003). And one of the figures who classified personalities was Carl Gustaf Jung.

In connection with the above personality types, according to various experts, Chaplin, (2001:131) says that extroversion is a tendency to direct one's personality more outward than inward. A teacher who has an extroverted personality is characterized by being social, doing more than contemplating (reflecting, thinking), and with motives that are conditioned by external events. In connection with the definition above, Gordon Allport in Robbins (2006: 126) states that personality is a dynamic organization in individuals who have a psychological system that determines their unique adjustment to their environment. Meanwhile, Atkinson et al (1983) said that personality is a distinctive pattern of behavior and way of thinking that determines a person's adjustment to their environment.

According to Jung (in Suryabrata, 2000) the direction of psychic activity can be outward or inward, and likewise the direction of human orientation can be outward or inward. If the orientation towards everything is determined by objective factors, external factors, then such a person is said to have an extroverted orientation. On the other hand, if a person faces everything, the influencing factors are subjective factors, namely factors originating from his own inner world, which is said to be an introversion orientation.

Meanwhile, Jung (in Schultz & Schultz, 1994) said that the characteristics of people with an extroverted personality type are that they have a cheerful attitude, talk often, are more open, and are more sociable, as well as being strong in following their impulses when acting, tending to be relaxed, the feeling of joy experienced can improve performance, prefer work that involves lots of people, is tolerant of pain, likes new things (change), and likes to take chances.

Furthermore, Jung (in Zulkarnain & Ginting, 2003) said that the characteristics of extroversion are being responsive to the environment, being good at socializing, having a changing mood, being impulsive in acting, liking activities, liking change, and being able to adapt easily. Intuitively, teachers who are calm and determined will do almost all their work better than people who are anxious and unsteady.

So, from the definitions above, it can be concluded that the extroverted teacher personality type is characterized by being sociable, sociable, cheerful, self-confident, has lots of friends, needs other people to talk to, likes to take chances, is always curious, likes jokes, and generally likes change, and tends to be aggressive. The extroverted personality type possessed by a teacher as the total sum of the ways in

which an individual reacts to and interacts with others is considered to have quite a big influence on teacher morale, because the more specific a teacher's personality type, the more specific his behavior, the stronger the relationship and its influence on work morale. This personality influence can especially encourage teachers to teach diligently and as best as possible according to their abilities as described based on measurable characteristics.

2.3 Intelligence Emotional

According to Goleman (2004:1) intelligence emotional is coordination atmosphere heart is the essence of good social relations. If somebody smart adapt self with atmosphere heart another individual or can empathize then that person will more easily adapt self in association social as well as the environment. Next Mu'tadin (2002:1) said that intelligence emotional is ability more you have somebody in motivating self, resilience in face failure, controlling emotions and procrastination satisfaction, as well arrange circumstances soul. Because of That with intelligence emotional the somebody will can put his emotions are in the right position, choose satisfaction and organizing atmosphere heart. Intelligence emotional can also be interpreted ability feel, understand, and in a way selective apply power and sensitivity emotion as source of human energy and influence (Mu'tadin 2002:1).

Intelligence emotional demand ownership feelings, for Study acknowledge, appreciate feelings towards oneself and others as well respond to it with right, apply in a way effective emotional energy in life daily. Therefore that 's intelligence emotional is components that make it somebody become clever use emotion. More carry on said that emotion man is in the area of feeling deep heart, hidden instincts, and sensations emotions that when recognized and respected, intelligence emotional provide more understanding deeper and more intact about self yourself and others.

Goleman (1977:403-405) said a number of benefit from intelligence emotional, namely: (1) Awareness self emotional; that is repair in recognize and feel his emotions yourself, more capable understand reason feelings that arise, and recognize difference feeling with action; (2) Manage emotion; that is more tolerance tall to frustration and management anger, more Good in handle tension soul, diminishment loneliness and anxiety in socializing, and more capable disclose anger with appropriate without use strength physique; (3) Utilize emotion in a way productive; that is more responsible answer, more control self, and more capable center attention to the tasks that must be done done; (4) Empathy or ability read other people's emotions; that is more capable accept corner look at others, improve empathy and sensitivity to other people's feelings, and more Good in listen to other people; (5) Fostering connection; that is increase ability analyze and understand relationships, more Good in finish problems that arise in relationships, more firm and skillful in communicate, more democratic in get along with other people, more put considerate and considerate, and more think about social interests rather than interest personal.

Satisfaction Work

Every working teacher expect can obtain satisfaction from the place Work. Basically, satisfaction Work is things that are individual because every individual will own level different satisfactions in accordance with applicable values in self the individual. The more Lots aspect in suitable job with desire individual, then the taller level perceived satisfaction.

Satisfaction teacher work, or in special meaning called as something teacher satisfaction in work, constitute something difficult understanding for defined despite with the simplest terms even though. In something institution education, satisfaction Work source Power man or teachers are one of the important factors that can determine success and success in achievement mission and vision appropriate school with objective institution education the. With method know satisfaction the work of a teacher who serves a school the through How response Work to various programs that have been set, will become something bait very back valuable for institution education the. Whereas for that teacher yourself, satisfaction Work will appear if perceived benefits from his job surpass marginal costs incurred, and by teachers are considered Enough adequate.

However Thus, a sense of satisfaction That it's not something steady state Because can influenced and changed by forces, either from in nor outside environment Work. Satisfaction Work is something dimensional state many, where a number of its dimensions will more satisfyingly compared to another dimension. Satisfaction Work usually only depict an average of results comparison a number

of situations at the time certain and not There is something absolute Because the scale No limited. What's necessary is known is that on a moment certain a teacher will feel more satisfied with something facet from his job than another moment. Until moment This Still Not yet There is uniformity about limitation or definition from satisfaction Work. Although thereby Actually no there is significant difference between Lots understanding about satisfaction Work the.

According to Riggio (1996:219) satisfaction Work consists on feelings and attitudes somebody about that person's job covers all aspect from something work certain factors, good and bad, positive and negative, contribute to development from feeling satisfied. Temporary according to Handoko (1992:193) satisfaction Work or job satisfaction is circumstances emotional fun or No pleasant with which the teachers looked his job. Whereas according to ML Bhim who was quoted from As'ad (1995:104) satisfaction Work is attitude general results from a number of attitude special to factors work, adjustment self and individual relationships outside Work. Term satisfaction Work or job satisfaction refers to attitude general a individual to his job. Somebody with satisfaction high work show positive attitude to work and vice versa If somebody No satisfied with his job show negative attitude towards work That.

Temporary that, Tulus (2006:189) satisfaction Work is attitude (positive) energy Work to work, which arises based on evaluation to situation Work. Evaluation the can done towards one work, assessment done as a feeling of appreciation in reach one values important in work. Satisfied teacher more like situation it works than No like it.

According to Wilson (1999:112) satisfaction Work is feelings you have employee in matter this is the teacher towards work and everything something memorable in work the. Satisfaction Work will be reflected from attitude positive by teachers towards work and everything something encountered in the environment it works.

Situation work, teacher's attitude towards his job as well as cooperation between head school and each other fellow teachers have very relationship tightly with achievement satisfaction Work. More Far explained that satisfaction Work That show exists something hope to work with rewards obtained from work the.

As for objective satisfaction inner teacher work something institution education No come with itself, will but must created by the party leader school. Creation satisfaction teacher's work is aimed at for improvement of teacher work morale and improvement Work school. According to Hasibuan (1995:222) Satisfaction Work must created the best so that work morale, dedication, love, discipline work, and achievement Work increase.

As for influencing factors satisfaction Work according to Robbins (1996:170) are: (1) Work that is mentally challenging; the teacher will more tend like jobs that provide opportunity for him Alone For use skills and abilities as well as offer diverse duty, freedom and bait come back about results his job. Characteristics the make something work mentally challenging. Less work challenge will create boredom, but always challenge can create frustration and feelings fail. On condition moderate challenge most teachers will experience pleasure and satisfaction, (2) Appropriate rewards; In general, teachers want a salary system and policies perceived promotion as a fair thing, no twin meaningful and appropriate with hope. When wages seen as something fair based on demands job, level Skills individual and standard payroll community, possibility big will produce satisfaction, (3) Condition supportive work; teachers care to environment Work Good For comfort personal nor For make it easier implementation duties, (4) Colleague supportive workers; one of reason Why man need Work is Because need For interact socially. Therefore, that no startling when colleague friendly work suave can cause satisfaction increased work. Behavior superiors are also a major factor in satisfaction work, (5) Conformity between personality with work; type people his personality congruent (same and similar) with their job choose should get that they have the right talents and abilities For fulfil demands from work they With thereby will more big possibility For succeed at work the.

C. METHODS

This research is a causal relationship survey research using path analysis techniques which will test the direct and indirect influence on each research variable.

In this research, it consists of exogenous and endogenous variables, exogenous variables are variables that are not influenced by other variables in a relationship model in research, while endogenous variables are variables that are influenced by other variables. The model developed is

structure 1 where the extroversion personality variable (X 1), the emotional intelligence variable (X 2) and job satisfaction (X 3) are exogenous, and the work enthusiasm variable (X 4) is the endogenous variable.

a total of 360 teachers. amount sample using Harry King's Nomogram Table was obtained magnitude sample A total of 184 people were taken with simple random sampling method.

Data is collected through questionnaires and then describes each data variable, is used statistics descriptive. Use statistics descriptive aim for look for score highest, lowest, mean, median, mode, and standard deviation, then arranged in the distribution list frequency as well as in form chart. Before testing the hypothesis, analysis requirements tests are carried out which include normality, homogeneity and regression linearity tests, and continued with path and path model testing.

D. RESULTS AND DISCUSSION

The results of analyzing field data show that the teacher morale variable has a mean 93.05 compared to the ideal mean of 75.00, the score can be seen at above average and is in the medium category with a trend level 45.11%. Extroversion personality variable data with a mean of 82.76 compared to the ideal mean of 70.00, the score can be seen at above average and is in the medium category with a tendency level of 50.00%. For the emotional intelligence variable with a mean of 75.02 compared to the ideal mean of 62.50, the score can be seen at above average and is in the medium category with a tendency level of 58.70%. For the job satisfaction variable with a mean of 78.70 compared to the ideal mean of 65.00, the score can be seen at above average and is in the medium category with a tendency level of 46.74%.

Based on the results research as a whole, it can be interpreted and discussed so as to provide objective information as follows:

a. Extroverted personality (X 1) has a direct effect on satisfaction Work (X 3)

The findings of this research show that the direct influence of extroverted personality on job satisfaction is 3%. A teacher with an extroverted personality type usually has different characteristics from a teacher with an introverted personality type.

Teachers who have an extroverted personality usually have high enthusiasm. Enthusiastic This will become High energy and great enthusiasm when interacting with students and colleagues. They can be a source of motivation and inspiration for students.

Teacher with type personality extroversion tend to be more active in communicating both verbally and non-verbally. They enjoy talking, listening, and interacting with others. Easy to get along with too characteristics of teachers with personality This. Because of their social nature, extrovert teachers easily get along with various types of people, including students, parents and colleagues. They often have extensive social networks within the school environment.

Being active in collaboration also becomes characteristic teachers are extroverts and tend to like working in teams and being involved in collaborative projects. They can be a driving force in creating a collaborative and harmonious work atmosphere. Characteristic furthermore is responsive to change, Because of their open and adaptive nature, extrovert teachers tend to be responsive to changes in curriculum, technology, or school policy.

Because of their infectious energy, extrovert teachers can motivate students to learn more actively and enthusiastically. They often use a student-oriented approach and pay attention to their individual needs. Other characteristics will also appear personality This is the usual teacher they more comfortable in social situations and can easily overcome challenges such as public speaking, leading class discussions, or interacting with students' parents.

Apart from that, another characteristic of teachers who have this extroverted personality type is seen in their tendency to use various interactive activities in their learning, such as group discussions, class games, or collaborative projects, to increase student involvement.

Nonetheless, it is important to remember that no one personality type is better than another in a teaching context. Every teacher, whether extrovert or introvert, has strengths and unique qualities that they can bring to their classroom. A teacher's strength lies in their ability to recognize and use their personal characteristics to effectively support student learning.

Findings This strengthen results research put forward Lestari, et al (2001), Kodalkar (2020) and Mangkunegara (2010) concluded that job satisfaction can be influenced by type personality. Based on these results means type personality can be created as predictors to predict job satisfaction. Deep Jung Naisaban (2003) also emphasizes this that man displays One center character or characteristics specifically, which influences in a way wide behaviours man every day. Jung believes that difference type personality man started since small. Typology personality Jung divided become two that is, extrovert and introvert which is second personality is oriented at a time trend basically each other leaving behind. Jung explained that type personality divided become two, where the person is type extrovert own characteristic social, more do from in contemplation (contemplating and thinking). Individual personality extrovert is individuals full of motives coordinated by events external (Chaplin in Naisaban, 2003). Whereas type individual introvert is a person who is inclined interesting self from contact social.

b. Emotional intelligence (X 2) has a direct effect on job satisfaction (X 3)

The results of this study show that emotional intelligence has a direct influence on job satisfaction is 5%. Emotional intelligence basically includes self-control, spirit of strength, as well as the ability to motivate yourself and survive frustration, the ability to control impulses and emotions, not exaggerate pleasure, regulate mood and keep stress from paralyzing the ability to think, to reading other people's feelings (empathy) and praying, to maintain relationships as well as possible, the ability to resolve conflicts, and to lead (Secapramana, 1999:2).

According to Goleman (2004:1) emotional intelligence is mood coordination which is the core of good social relationships. If someone is good at adapting to the moods of other individuals or can empathize, then that person will more easily adapt to social interactions and their environment. Next, Mu'tadin (2002:1) said that emotional intelligence is a person's greater ability to motivate themselves, be resilient in the face of failure, control emotions and delay gratification, and regulate mental states. Therefore, with emotional intelligence, a person will be able to place their emotions in the right position, choose satisfaction and regulate their mood. Apart from that, emotional intelligence can also be interpreted as the ability to feel, understand, and selectively apply emotional power and sensitivity as a source of human energy and influence (Mu'tadin 2002:1).

Emotional intelligence requires ownership of feelings, to learn to acknowledge, appreciate feelings in oneself and others and respond to them appropriately, effectively applying emotional energy in everyday life. Therefore, emotional intelligence is a component that makes someone smart in using emotions.

It is further said that human emotions are in the area of deep feelings, hidden instincts, and emotional sensations which, when recognized and respected, emotional intelligence provides a deeper and more complete understanding of oneself and others.

A teacher who has good emotional intelligence is one who is able to manage their own emotions well, understand students' emotions, and has skills in building positive emotional relationships with students, parents, and colleagues.

Teachers who have good emotional intelligence tend to be effective leaders in the classroom, can motivate students, create a positive learning climate, and inspire those around them to reach their highest potential. They are also able to resolve conflicts tactfully and treat all individuals with respect and fairness.

Findings study This the more confirm results research conducted Virk (2011) that emotion play role important in job satisfaction, managers who have intelligence emotional higher are more satisfied with their jobs rather than managers who have intelligence low emotionality. More Gunduz et al. (2012) also concluded that intelligence emotional role important on internal job satisfaction. Employee with intelligence emotional tall have higher job satisfaction and opportunities them for leave lower company compared to with employees who have low job satisfaction (Nair et al., 2010).

c. Personality extroversion (X1) has an effect direct and significant to Spirit teacher work (X 4)

Research result This show that big influence personality extroversion in a way direct to Spirit teacher work is 2%. Findings This the more confirm that Teachers in general will be motivated to teach with high work enthusiasm if their needs as living creatures and social creatures can be met properly. Considering the large role of teachers in the teaching and learning process in an educational institution, they must be able to look carefully at the extent of a teacher's level of satisfaction in teaching and their relationship with leaders, as well as with other teachers, as well as the personality type they have.

Schultz (1994) explains that personality is a unique, relatively persistent internal and external aspect of a person's character that influences behavior in different situations. Meanwhile, according to Eysenck in Suryabrata (1998) defines personality as the totality of behavioral patterns by genes and the environment, personality originates and develops through functional interactions of the three main sectors, namely the conative sector (character), the affective sector (temperament), and the somatic sector (constitution).

Type is a personality dimension that describes someone who is sociable, cheerful and confident, and tends to show characteristics of being very calm, relaxed, does not have excessive ambition and likes to be in groups, is firm and able to discuss questions. In his position as a teacher, the extroverted personality traits possessed by a teacher will differentiate him from other individuals.

Furthermore, this type also determines the pattern of reactions to situations and events that directly or indirectly have an influence on himself and other people. Therefore, the personality type of a teacher who is extroverted certainly influences the teacher's work enthusiasm in carrying out his daily duties.

As part of the five personality dimensions in the Big Five model, which includes factors such as extroversion, neuroticism, openness, decency, and accuracy. Extroversion refers to traits such as social courage, optimism, energy, and the tendency to seek stimulation from the external environment. The influence of extroverted personality on work morale can be very significant and varied, depending on the context.

However, one thing that is important to remember is that work morale is influenced by various factors, including personality, work environment, intrinsic motivation, and so on. Extroverted personality is not the only factor that determines a person's work morale, and

people with different personality types can have high levels of work morale depending on their work situation and context.

d. Intelligence emotional (X 2) influences direct and significant to Spirit teacher work (X 4)

Research result This show that intelligence emotional influential direct by 7% against Spirit teacher work. Research result This support opinion Goleman in Imam (2004:1) emotional intelligence (Emotional Intelligence) is the ability to recognize our own feelings and the ability to manage emotions well in ourselves and in relationships with other people.

The above view is in line with that expressed by Secapramana (1999:2) who emphasized that emotional intelligence basically includes self-control, spirit of strength, as well as the ability to motivate oneself and survive frustration, the ability to control impulses and emotions, not exaggerating, enjoyment, regulating mood and keeping stress from paralyzing the ability to think, to read other people's feelings (empathy) and pray, to maintain relationships as well as possible, the ability to resolve conflicts, and to lead.

Intelligence emotional can also be interpreted ability feel, understand, and in a way selective apply power and sensitivity emotion as source of human energy and influence (Mu'tadin 2002:1). Intelligence emotional demand ownership feelings, for Study acknowledge, appreciate feelings towards oneself and others as well respond to it with right, apply in a way effective emotional energy in life daily. Therefore that 's intelligence emotional is components that make it somebody become clever use emotion. More carry on said that emotion man is in the area of feeling deep heart, hidden instincts, and sensations emotions that when recognized and respected, intelligence emotional provide more understanding deeper and more intact about self yourself and others.

The findings of this research also further strengthen the findings of other research such as the results of research by Iswahyuni (2008) which concluded that emotional intelligence has a positive and significant relationship to teacher morale with a correlation of 0.58 at a significance level of 0.05. This was also done by Suwandi (2009) who concluded that emotional intelligence influences teacher morale at a correlation level of 0.62 and a determination level of 64%.

Satisfaction work (X 3) influential direct and significant to Spirit teacher work (X 4)

Research result This show that satisfaction Work influential direct by 1% against Spirit teacher work. Therefore, That For improve Spirit teacher work at one of the school's necessary variables noticed is satisfaction teacher work. Satisfaction teachers must work noticed by the school Because satisfaction Work can influence Spirit the teacher's work makes the teacher feel want to give business best and follow fight together for reach objective school (Damayanti et al., 2018).

Research result This support study Nurbudiyani (2016) and Rehatta (2018) stated that employee job satisfaction tall cause or influence positive on work morale. However, the results are different obtained in research Windusara (2016) stated that job satisfaction has no effect significant on employee morale.

Satisfaction teacher's work is a concept that refers to levels satisfaction or the happiness felt by the teacher towards work and environment Work they. Influence satisfaction teacher's work towards Spirit Work they very important and mutual related.

E. CONCLUSION

Results study This member i number information available concluded as following:

- a. There is influence straight extroverted personality with job satisfaction amounted to 0.03 (3%).
- b. There is a direct influence of emotional intelligence on job satisfaction of 0.05 (5%).
- c. There is a direct influence of extroverted personality on teacher work enthusiasm of 0.02 (2%).
- d. There is a direct influence of emotional intelligence on teacher morale of 0.07 (7%).
- e. There is a direct effect of job satisfaction on teacher morale of 0.01 (1%).

The research results provide an overview of personality Extroversion, emotional intelligence, and job satisfaction influence teacher morale by 20% and the rest is determined by other circumstances.

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