

The Influence of Self-Esteem and Interpersonal Intelligence on Teacher Work Motivation in SMP N 1 Mesuji

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Abstract

The purpose of this study was to determine the effect of self-esteem and interpersonal intelligence on teacher work motivation at SMP N 1 Mesuji, Mesuji Regency. This research is quantitative descriptive research. In this study the population amounted to 37 teachers at SMP N 1 Mesuji. Data collection using questionnaires. Data analysis using multiple linear regression with hypothesis testing t test and f test. The results showed that there was an influence of self-esteem on teacher work motivation in SMP N 1 Mesuji Mesuji Regency, proven tcount $6.708 > t_{table} 1.689$. there is an influence of interpersonal intelligence on teacher work motivation in SMP N 1 Mesuji Mesuji Regency, proven tcount $2.882 > t_{table} 1.689$. There is an influence of self-esteem and interpersonal intelligence together on teacher work motivation in SMP N 1 Mesuji Mesuji Regency, this can be proven by the Fcount value of $42.944 > F_{table} 3.27$. The contribution of self-esteem and interpersonal intelligence to teacher work motivation in SMP N 1 Mesuji Mesuji Regency is 71.6%.

Keywords: interpersonal intelligence; self-esteem; teacher work motivation

INTRODUCTION

Teachers are one of the most important factors in improving the quality of education. The teaching profession is different from other professions, because to become a teacher cannot only be based on a hobby. Teachers play a strategic role, especially in shaping the character of the nation through the development of personality and values. Law number 14 of 2005 states that teachers are tasked with developing the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This task is one of the most strategic and toughest tasks in determining the future of the nation.

In line with the vision and mission of Muhammadiyah Metro University regarding professional prophetic in the field of education, teachers as human beings must always strive to have prophetic traits which include shiddiq, amanah, fatonah and tabligh and are realized with individual piety and social piety by becoming a pioneer of societal change towards improvement in carrying out the teaching profession.

The implementation of the teacher's duty to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, and are healthy, knowledgeable, capable, creative, independent, democratic and responsible citizens, must be carried out through an agreed or established commitment. Teacher motivation in carrying out their duties is very important for the smooth and successful teaching and learning process and in order to realize educational goals as expected. Without high work motivation in carrying out tasks, it will not be possible for these educational goals to be achieved properly as described in Indonesian Law No. 20 of 2003 article 3.

From the explanation it can be concluded that motivation will encourage humans to do, the driving force of every activity that will be done. Motivation is the driving force that causes a member of the organization to be willing and willing to exert his abilities in the form of expertise and skills, energy and time to carry out various activities that are his responsibility and fulfill his obligations, in order to achieve the goals and various objectives of the organization that have been previously determined. In addition, motivation also determines and selects the direction of what actions must be done to achieve goals.

Motivation is the most important thing in achieving goals. In educational organizations, work motivation is needed for the smooth implementation of the learning process and the achievement of educational goals. Motivation is important for reasons including having motivation that arises from self-awareness, teachers are more diligent in their work, teachers have accuracy and thoroughness in carrying out their work, and patience in completing their work even though it takes a long time. Without good work motivation, the school and classroom atmosphere is less conducive to learning activities. Positively, with high work motivation, teachers will carry out all series of tasks in accordance with the skills and abilities they have and are expected to realize educational goals. Discipline is a way for teachers to be successful in carrying out their work, and maintain work performance and compete sportively.

Hamzah (2019) argues that teacher work motivation is nothing but a process carried out to move teachers so that their behavior can be directed towards real efforts to achieve predetermined goals. To achieve this, teachers need to have strong motivation, devotion to work, be responsible and have high work motivation in guiding their students and moving them, to improve the quality of students, both quality and quantity. This explains the importance of the teacher's role in increasing student potential.

McClelland (Muslimah & Wahdah, 2013) revealed that there are factors that affect motivation, including individual factors and environmental factors. In this case, the individual factors in question are mainly intelligence factors and individual assessment factors about themselves. There are several concepts regarding an individual's assessment of himself, one of which is self-esteem.

Self-esteem plays an important role in determining work motivation, attitudes and behavior in teachers. Self-esteem can be said to be a person's appreciation of himself because what is in

a person is a strength that must be appreciated and developed. Self-esteem is a basic individual need that plays a role in all life processes, positive individual development, and efforts to maintain individual values. Self-esteem is an assessment of oneself through self competence which includes being capable, having potential, effective and controllable and reliable. Self-esteem can be defined as people's feelings about themselves related to the importance of achievement, positive interpersonal relationships, and psychological well-being (Vohs & Baumeister, 2019). Self-esteem is formed through individual interactions with the environment (Sandha, Hartati, & Fauziah, 2020),

Apart from self-esteem, another factor that can increase teacher work motivation is interpersonal intelligence. Interpersonal intelligence is the ability to understand and cooperate with others (Armstrong, 2021: 4). This intelligence requires the ability to absorb and respond to the moods, temperaments, intentions, and desires of others. Interpersonal intelligence will show the teacher's ability to relate to others. Teachers who have high interpersonal intelligence will be able to establish effective communication with others, be able to empathize well, be able to develop harmonious relationships with others, like working in groups. Interpersonal intelligence can also be said to be social intelligence, defined as a person's ability and skills in creating relationships, building relationships and maintaining social relationships so that both parties are in a profitable situation (Safaria, 2020).

One of the schools that have efforts in improving work motivation for teachers is SMP N 1 Mesuji Mesuji Regency. SMP N 1 Mesuji, located at Jl. Z.A. Pagar Alam No 4 Simpang Pematang, Mesuji Regency, Lampung Province. This public school has a fairly large land area, and has been accredited B. SMP N 1 Mesuji implements a morning education system for six days a week. Based on the results of observations made by the author at SMP N 1 Mesuji on several teachers in the implementation of the task there is still a lack of motivation of teachers in carrying out their duties, this can be seen from several phenomena, namely the lack of teacher responsibility in carrying out teaching duties at school such as the lack of desire of teachers to compile learning tools properly and on time, even there are still some teachers who use old learning tools without compiling the latest ones in advance to adjust the independent curriculum, and the lack of teacher initiative.

The researcher is motivated to conduct this study due to the significant role of self-esteem and interpersonal intelligence in influencing teacher work motivation. Given the importance of understanding factors that contribute to teacher motivation, this research aims to explore how self-esteem and interpersonal intelligence impact teachers' work motivation at SMP N 1 Mesuji, Mesuji Regency. This topic is of particular interest as it addresses the psychological and social dimensions that can enhance teachers' commitment and performance, which are crucial for fostering a productive and positive educational environment. Therefore, the purpose of this study is to investigate the influence of self-esteem and interpersonal intelligence on teacher work motivation at SMP N 1 Mesuji.

METHOD

This research uses a descriptive method that aims to explain and summarize various conditions, situations, or various variables that arise in the community that is the object of research based on what happens. Researchers use descriptive methods to see the cause-and-effect between the independent variable and the dependent variable. Descriptive methods can be done in case study or survey research, and in this study researchers used a descriptive survey format. The survey in this study is intended to be able to find out how much influence

self esteem and interpersonal intelligence have on work motivation. This research uses an explanatory survey method.

The population in this study were all teachers of SMP Negeri 1 Mesuji, totaling 37 people. Researchers used a total population sampling technique (saturated sampling), so that the entire population was sampled. In this study the instrument that researchers used was a questionnaire. The questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. The scale used in measuring the data in this study uses a Likert scale.

Data analysis used in this study consists of instrument testing, namely validity and reliability tests. Prerequisite testing uses normality test, homogeneity test, linearity test. To test the effect of the independent variable on the dependent variable using multiple linear regression tests. The hypothesis testing uses the t test (partial) and f test (simultaneous), as well as the coefficient of determination.

RESULT AND DISCUSSION

Instrument Testing

Validity Testing of Self-esteem Questionnaire

The results of testing the validity of the Self-esteem questionnaire show that all statement numbers regarding Self-esteem have r_{count} greater than $r_{\text{table}} = 0.632$ (r_{table} value for $n = 10$). It can be concluded that all numbers on the Self-esteem variable statement are valid and can be used in data collection.

Validity Testing of Interpersonal Intelligence Questionnaire

The results of testing the validity of the Interpersonal Intelligence variable questionnaire show that all statement numbers regarding Interpersonal Intelligence have $r_{\text{count}} > r_{\text{table}} = 0.632$ (r_{table} value for $n = 10$). It can be concluded that all numbers on the Interpersonal Intelligence variable statement are valid and can be used in data collection.

Validity Testing of Work Motivation Questionnaire

The results of testing the validity of the work motivation variable questionnaire show that all statement numbers regarding work motivation have $r_{\text{count}} > r_{\text{table}} = 0.632$ (r_{table} value for $n = 10$). It can be concluded that all numbers on the Work motivation variable statement are valid and can be used in data collection.

Reliability Testing

Testing the reliability of the questionnaire in this study using the help of the SPSS program to test the reliability of the questionnaire or questionnaire used. The reliability test is used to determine whether the respondent's data used in this study is feasible or not. The instrument can be said to be reliable if it has a reliability coefficient of reliability of 0.6 or more. To find out the reliability or not of the variable data in this study, it can be seen by using the SPSS 25 program tool until the following results are obtained:

Table 1. Instrument Reliability Test

Variabel	Cronbach's Alpha	Critical Value	Description	Conclusions
Self-esteem (X ₁)	0.957	0,6	0.957 > 0,6	Reliabel
Interpersonal intelligence (X ₂)	0.951	0,6	0.969 > 0,6	Reliabel
Work Motivation (Y)	0.954	0,6	0.959 > 0,6	Reliabel

Source: SPSS processed results by researchers, 2025

Based on the analysis results in the table above, it is known that the Cronbach's Alpha value of the Self-esteem (X₁), Interpersonal intelligence (X₂) and Work motivation (Y) variables is greater than 0.6, so it can be stated that the questionnaire used is reliable and can be distributed to respondents to serve as a research instrument.

Prerequisite Test Results

Data Normality Test

Testing the normality of the data in this study using the help of SPSS software, the basis for decision making if the significance value > 5% then the data is normally distributed, and the significance value < 5% then the data is not normally distributed. The results of the data normality test calculation show that the data on the three variables show a significance value > 0.05, which means that the data is normally distributed.

Data Homogeneity Test

The homogeneity test was conducted to obtain that the research sample started from the same or homogeneous conditions. The homogeneity test is carried out by investigating whether the samples have the same variance or not. Data homogeneity testing in this study uses the help of SPSS software, the basis for decision making if the significance value > 5% then the data is homogeneous, and the significance value < 5% then the data is not homogeneous. The results of the calculation of the data homogeneity test show that all data on the three variables to be tested show a significance value > 0.05, which means that the data is homogeneous.

Linearity Test

The linearity test is used to determine the nature of the relationship between the independent variable and the dependent variable is a straight line (linear). To find out the linearity relationship tested using the help of SPSS software. With the interpretation if F count > F table then the data is not linear, and if F count < F table then the data is linear. Or if the significance value > 5% then the data is linear, and the significance value < 5% then the data is not linear. The results of the linearity test calculation show that the significance value obtained is > 5% so it can be concluded that the Self Esteem and Interpersonal Intelligence data on Work Motivation are linear.

Multiple Linear Regression Analysis Testing

Multiple linear regression analysis testing the effect of Self-esteem and Interpersonal intelligence on Work motivation, shown in the following Table 2.

Table 2. Multiple Linear Regression Test Results

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	8.472	4.599		1.842	0.074
Self Esteem	0.627	0.093	0.679	6.708	0.000
Interpersonal Intelligence	0.356	0.124	0.292	2.882	0.007

a. Dependent Variable: Work Motivation

Source: SPSS processed results by researchers, 2025

The results of the above calculations show the form of the regression equation for the effect of Self-esteem and Interpersonal intelligence on Work motivation, namely:

$$Y = 8.472 + 0.627 + 0.356 + e$$

The multiple linear regression equation above is assumed to be as follows:

- The constant value of work motivation is 8,472. This value means that if there is no change in the variables Self-esteem and interpersonal intelligence (value of X_1 and X_2 are 0) then work motivation is fixed at 8.472.
- The regression coefficient of the Self-esteem variable (X_1) is 0.627. This value means that if the value of the Self-esteem variable (X_1) increases by one unit while the value of the Interpersonal intelligence variable (X_2) is constant or zero, then work motivation (Y) will increase by 0.627. The coefficient is positive, which means that if Self-esteem increases, Work motivation will also be higher.
- The regression coefficient of interpersonal intelligence (X_2) is 0.356. This value means that if the value of the interpersonal Intelligence (X_2) variable increases while the value of the Self-esteem (X_1) variable remains or is zero, then work motivation (Y) will increase by 0.356. The coefficient is positive, which means that if interpersonal intelligence increases, work motivation will also be higher.

Partial Testing (t-Test)

This test is used to determine whether the independent variable partially affects the dependent variable. The test criteria if the $t_{count} > t_{table}$ value, then H_0 is rejected and H_a is accepted, and vice versa if the t_{count} value $< t_{table}$ value, then H_0 is accepted and H_a is rejected. The results of the analysis using the help of the SPSS program can be seen in the following Table 3.

Table 3 T-Test Results (Partial)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	8.472	4.599		1.842	0.074
Self Esteem	0.627	0.093	0.679	6.708	0.000

Interpersonal Intelligence	0.356	0.124	0.292	2.882	0.007
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a. Dependent Variable: Motivasi Kerja

Source: SPSS processed results by researchers, 2025

Based on the table above by observing the row, column t and sig. can be explained as follows:

The Effect of Self-esteem Variables on Work Motivation (H₁)

Self-esteem variable (X₁) has a positive and significant effect on Teacher work motivation in SMP N 1 Mesuji Mesuji Regency. This can be seen from the significant value of the Self-esteem variable (X₁) of 0.000 < 0.05. The t_{count} value is 6.708 and the t_{table} value at the 5% significance level is 1.689, which means that the t_{count} value is greater than the t_{table}, so H₀ is rejected and H₁ is accepted. Thus the hypothesis that reads there is an influence of Self-esteem on Teacher work motivation at SMP N 1 Mesuji Mesuji Regency is partially accepted.

The Effect of Interpersonal Intelligence Variables on Work Motivation (H₂)

Interpersonal intelligence variable (X₂) has a positive and significant effect on teacher work motivation in SMP N 1 Mesuji Mesuji Regency. This can be seen from the significant value of the interpersonal intelligence variable (X₂) of 0.007 < 0.05. The t_{count} value is 2.882 and the t_{table} value at the 5% significance level is 1.689, which means that the t_{count} value is greater than the t_{table}, so H₀ is rejected and H₁ is accepted. Thus the hypothesis that there is an influence of interpersonal intelligence on teacher work motivation in SMP N 1 Mesuji Mesuji Regency is partially accepted.

Simultaneous Testing / F-Test (x₁ + x₂ → y)

In conducting the F test, the parameter used is to compare the F_{count} value with F_{table}. The test criteria are if the F_{count} > F_{table} value, then H₀ is rejected and H_a is accepted. The results of the F test calculation using the SPSS calculation tool can be seen in the following Table 4.

Table 4. Simultaneous Test Results (F-test)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1026.775	2	513.388	42.944	.000 ^b
Residual	406.468	34	11.955		
Total	1433.243	36			

a. Dependent Variable: Motivasi Kerja

b. Predictors: (Constant), Kecerdasan Interpersonal, Self Esteem

Source: SPSS processed results by researchers, 2025

Based on the results of the F-test calculation, the F_{count} value is 42,944 when compared to the F_{table} value of 3.27 with a significance level of 0.000 < 0.05, which means F_{count} > F_{table}, so H₀ is rejected and H_a is accepted. Thus the hypothesis that states there is an influence of Self-esteem and Interpersonal intelligence together on teacher work motivation at SMP N 1 Mesuji Mesuji Regency can be accepted.

Testing the Coefficient of Determination

Testing the coefficient of determination to determine the contribution of the influence of Self-esteem variables and interpersonal intelligence on teacher work motivation at SMP N 1 Mesuji

Mesuji Regency. The results of calculations using SPSS assistance can be seen in the following Table 5.

Table 5. Coefficient of Determination

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.846 ^a	0.716	0.700	3.45759	
a. Predictors: (Constant), Kecerdasan Interpersonal, Self Esteem					
b. Dependent Variable: Motivasi Kerja					

Source: SPSS processed results by researchers, 2025

The acquisition of the Coefficient of Determination value is $= 0.716 \times 100\% = 71.6\%$. In other words, the magnitude of the contribution of Self-esteem and interpersonal intelligence simultaneously on teacher work motivation at SMP N 1 Mesuji Mesuji Regency is 71.6% and the rest is explained or influenced by other factors not analyzed in this study.

DISCUSSION

The Effect of Self-esteem on Work Motivation

In theory, Self-esteem is an individual's assessment of oneself in the positive to negative range as the main need to live a life obtained from life experiences and environmental views of individuals. A person's self-esteem depends on how he assesses himself which will affect behavior in everyday life. In this study, the self-esteem indicators used include power, which is the ability to be able to regulate and control the behavior of oneself and others. Significance, which is the care, attention, and affection that individuals receive from others. It is an appreciation and expression of others' interest in the individual and is a sign of individual acceptance and popularity. Virtue, which is the adherence to moral codes, ethics, and religious principles characterized by adherence to stay away from prohibited behaviors and perform behaviors that are permitted by morals, ethics, and religion. And competence, which is success in meeting the demands of achievement characterized by individual success in doing various tasks or jobs well.

From the data analysis, it shows that of the total 37 respondents, 16 respondents (43.2%) are in the moderate category and 21 respondents (56.8%) consider the self esteem possessed by teachers in the high category. In hypothesis testing, it is found that there is an influence of self-esteem on teacher work motivation at SMP N 1 Mesuji, Mesuji Regency, this can be proven by the t_{count} value of 6.708. This value is compared to the t_{table} value at 5% significance, which is 1.689, thus the $t_{\text{count}} > t_{\text{table}}$ value, so that the hypothesis "there is an effect of Self-esteem on teacher work motivation at SMP N 1 Mesuji Mesuji Regency" can be accepted.

In line with research conducted by Sulastri (2020), the results showed that: 1) There is a positive and very significant effect of self-esteem on teacher work effectiveness with a correlation coefficient (βy_1) of 0.4769 and a regression equation $\hat{Y} = 65.08 + 0.53 X_1$, a coefficient of determination of 0.2275, meaning that 22.75% of the direct influence of teacher self-esteem causes increased teacher work effectiveness, 2) There is a positive and very

significant effect of personal communication on teacher work effectiveness with a correlation coefficient (β_2) of 0.5051 and a regression equation $\hat{Y} = 59.52 + 0.55X_2$, the coefficient of determination is 0.2552, meaning that 25.52% of the direct influence of teacher personal communication that causes an increase in teacher work effectiveness is higher, 3) There is a positive and very significant influence of self-esteem and personal communication on teacher work effectiveness with a correlation coefficient (β_{12}) of 0.5704 and a regression equation $\hat{Y} = 35.21 + 0.35X_1 + 0.40X_2$, and together self-esteem and teacher personal communication affect the increase in teacher work effectiveness by 69.81%. It can be concluded that increasing teacher work effectiveness is influenced by increasing self-esteem and interpersonal communication.

Research by Aulia, et al (2022) found that simultaneously interpersonal communication and self-esteem significantly influenced the increase in work motivation of Muhammadiyah DIY elementary school teachers. The magnitude of the contribution of interpersonal communication and self-esteem to work motivation is 59.9% and partially interpersonal communication factors and self-esteem have a positive effect on teacher work motivation. The next research conducted by Salsabilla (2023) found that there was an effect of self esteem on work motivation with a significance value of 0.00 ($P < 0.05$) and a contribution value of 54%, then there was an effect of organizational climate on work motivation with a significance value of 0.02 ($P < 0.05$) and a contribution value of 14.8%. Furthermore, simultaneously there is an effect of self esteem and organizational climate on organizational climate with a significance level of 0.00 ($P < 0.05$).

The influence of interpersonal intelligence on work motivation

Interpersonal intelligence is the ability to understand the intentions and feelings of others in order to create harmonious relationships with others. Interpersonal intelligence is important in human life because humans cannot be alone. Many activities in human life are related to other people, as well as a teacher who needs the support of people around him. In this study, the indicators of interpersonal intelligence used include social sensitivity consisting of empathetic attitudes and prosocial attitudes, social insight consisting of self-awareness, understanding of social situations and social ethics, and problem-solving skills, and social abilities consisting of verbal, non-verbal communication and communication through physical appearance.

From the data analysis, it shows that out of 37 respondents, 9 respondents (24.3%) were in the moderate category and 28 respondents (75.7%) considered the interpersonal intelligence possessed by teachers in the high category. In hypothesis testing, it is found that there is an influence of interpersonal intelligence on work motivation at SMP N 1 Mesuji, Mesuji Regency, this can be proven by obtaining a t_{count} value of 2.882. This value when compared to the t_{table} value at 5% significance, namely 1.689, with the $t_{hitung} > t_{table}$ value so that the hypothesis stating "there is an influence of interpersonal intelligence on teacher work motivation at SMP N 1 Mesuji Mesuji Regency" can be accepted.

In line with research conducted by Rachman, et al (2021), the results of this literature study research obtained 20 articles that fit the inclusion and exclusion criteria, from the review of articles it was found that there was self efficacy and interpersonal intelligence of teachers. The conclusion of the study is that in an effort to improve and hone the teacher's ability in self

efficacy and interpersonal intelligence by making routine activities carried out in the form of seminars, workshops and training that are useful to help improve the teacher's ability to provide optimal services to children according to their developmental aspects.

Research conducted by Sofyan (2021) found that emotional intelligence has no effect on employee performance while interpersonal communication has a significant effect on employee performance. Next research conducted by Saputra, et al. (2023) found that (1) The effect of emotional intelligence on work motivation is not significant. This means that changes in emotional intelligence have no impact on nurses' work motivation; (2) The effect of spiritual intelligence on work motivation is positively significant. This means that the higher the spiritual intelligence of nurses, the impact on nurses' work motivation; (3) Work motivation has a positive effect on performance. This means that the higher the nurse's work motivation, the higher the nurse's performance; (4) Work motivation does not mediate the effect of emotional intelligence on performance. This means that work motivation does not play a role in the influence of emotional intelligence on performance; and (5) Work motivation mediates the effect of spiritual intelligence on performance.

The Effect of Self-esteem and Interpersonal Intelligence Together on Work Motivation

Teacher work motivation is the energy that energizes teachers in carrying out their duties as educators to achieve the expected educational goals. Productive teacher work motivation will improve a teacher's performance which will also have an impact on school productivity. Factors that influence motivation include individual factors and environmental factors. In this case, the individual factors in question are mainly intelligence factors and individual assessment factors about themselves. There are several concepts regarding an individual's assessment of himself, one of which is self-esteem.

In this study, the indicators of work motivation used include the need for high achievement, the need to feel accepted by others in the environment in which he lives and works, the need for a feeling of respect because every human being feels himself important, and the need for a feeling of progress and not failing, the need for a feeling of participation, having the best position and exerting abilities to achieve power. From the data analysis, it shows that out of a total of 37 respondents, 12 respondents (32.4%) were in the moderate category and 25 respondents (67.6%) considered the work motivation possessed by teachers in the high category. In hypothesis testing, it is found that there is an influence of Self-esteem and interpersonal intelligence together on work motivation in SMP N 1 Mesuji, Mesuji Regency, this can be proven by the F test obtained F_{count} value 42.944 and F_{table} value 3.27 so that $F_{\text{count}} > \text{from } F_{\text{table}}$ with a significance level of 0.000, because the value of $F_{\text{count}} > \text{from } F_{\text{table}}$ and the probability value < 0.05 , it can be concluded that the hypothesis which states "there is an influence of Self-esteem and interpersonal intelligence together on teacher work motivation at SMP N 1 Mesuji Mesuji Regency" can be accepted.

While the value of the Coefficient of Determination is obtained at 71.6%. In other words, the magnitude of the contribution of Self-esteem and Interpersonal intelligence simultaneously to the work motivation of teachers at SMP N 1 Mesuji Mesuji Regency is 71.6% and the remaining 28.4% can be explained or influenced by other factors not analyzed in this study. In line with research conducted by Aulia, et al (2022), the results showed that simultaneously interpersonal communication and self-esteem had a very significant effect on increasing the work motivation of Muhammadiyah DIY elementary school teachers. The magnitude of the

contribution of interpersonal communication and self-esteem to work motivation is 59.9% and partially interpersonal communication factors and self-esteem have a positive effect on teacher work motivation.

Furthermore, research by Husain and Santoso (2023) found that self esteem and self efficacy have a significant effect on employee performance at PT Offshore Works South Jakarta. Research conducted by Hartini, et al (2023) found that emotional intelligence, achievement motivation, and self-esteem simultaneously have a positive and significant effect on the job satisfaction of public elementary school teachers in Kindang District.

CONCLUSION

Based on the findings of this study, it can be concluded that self-esteem has a significant influence on teacher work motivation at SMP N 1 Mesuji, as evidenced by a tcount of 6.708, which is greater than the ttable value of 1.689. Additionally, interpersonal intelligence also significantly affects teacher work motivation, with a tcount of 2.882, exceeding the ttable value of 1.689. Furthermore, both self-esteem and interpersonal intelligence together have a significant impact on teacher work motivation, as demonstrated by an Fcount value of 42.944, which is greater than the Ftable value of 3.27. The Coefficient of Determination (R^2) value of 71.6% indicates that the combined contribution of self-esteem and interpersonal intelligence to teacher work motivation is 71.6%, while the remaining 28.4% is influenced by other factors not analyzed in this study.

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