

The Influence of Testimonial, Social Media-based Promotions and Electronic Word of Mouth toward Purchase Intention

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Abstract: The purpose of the study is to find out the emotional intelligence which consists of social awareness, self-management, social awareness, and relationship management to the contextual performance. This research uses quantitative method with double regression analyzes. The respondent is 45 teachers. From the research is gotten that the emotional intelligence and teachers contextual performance is good enough and very good and the variable of emotional intelligence influences significantly to the teacher's contextual performance. It means, the dependent variable namely emotional intelligence (social awareness, self-management, empathy, and relationship management) can explain the independent variable (contextual performance) is bigger than another variable out of this research. So, it can be concluded that emotional intelligence influences the teacher's contextual performance.

1 INTRODUCTION

Competitive condition can be a big support for increasing the output's quality. The output quality is influenced by the performance. The teacher is one of important human resource for school achievement. Good teacher's contextual performance will make the students' accomplishment and improve the student's potential.

There are many journal about The Influence of Emotional Quotient on Academic Achievement as Mohzan (2013). It investigated about the influence of emotional intelligence on academic achievement among the students of Educational Faculty, University Technology Mara (UiTM). The result of this research showed that the respondents have high level of emotional intelligence by using two domains (self-emotion appraisal and understanding of emotion)

However, there are still many kind of domains or variables which influenced the achievement of human. This research we used four domains of emotional intelligence, namely: social awareness, self-management, relationship management, and contextual performance and also discussing of the influence of emotional intelligence toward the contextual performance of the teachers in Indonesia.

The purpose of this research is not only to find out the influence of emotional intelligence to the

teacher's contextual performance partially and simultaneously, and to describe emotional intelligence and contextual performance of teachers, but also to find out the factors which influence the teacher's contextual performance besides emotional intelligence.

2 LITERATURE REVIEW

As Lyons in his journal about Personality and Individual Differences, volume 39, 2005 implies that emotional intelligence has many dimension and some of them were related to performance after controlling for cognitive ability and it is different between male and female.

Then another research about emotional intelligence based on the research of Amalia Petrovici (2014) said that emotional intelligence has a role in developing communication and relational skills.

Relationship management is a strategy in which a continuous level of engagement is maintained between the organization and its audience. Rana Saifullah Hassan said that customer relationship management has significant effect on the customer satisfaction and both variables have positive relation. So, it can be concluded that relationship management is playing an important role in an institution.

Task performance is also important for an institution. It also influence contextual performance. The previous research also said about that.

There is a relationship between task performance and contextual performance, as the journal of Scotter (2000). The result states that there is the distinction between task performance and contextual performance.

SJ Motowildo in his journal about Human Resource management Review (2000) said that theory of individual differences in task and contextual performance, contextual performance is aggregate multidimensional construct, a theory of individual differences in task and contextual performance.

Stephen J.Motowildo, in his journal of A theory of individual differences in task and contextual performance (2009) also stated that job performance is behavioral, episodic, evaluative, and multidimensional. It defines job performance as the aggregated value to the organization of the discrete behavioral episodes that an individual performs over the standard interval of time. It uses the distinction between task and contextual performance to begin to identify and define underlying dimensions of the behavioral episodes that make up the performance domain. An especially important aspect of this theory is that its predict that the kinds of knowledge, skills, work habits, and traits that are associated with task performance are different from the kinds that associated with contextual performance.

Based on the explanation above, this concept divide the work performance into two, namely task performance and contextual performance. Task performance concern in the capability or specialize of a person to contribute to achieve the goal of the organization, for example: changing the raw material into product, operating the machine, visiting the customer, teaching at school, and counting the money in the bank. Or indirect contribution for example maintaining the raw material, distributing the product, coordinating, and supervising.

Contextual performance contributes in achieving the goal of organization by social supporting and psychological environment to achieve the goal, for example helping the college, obeying the rules, giving some effort to achieve the organization, and willingness for organization. berkontribusi pada pencapaian tujuan organisasi melalui dukungan sosial dan lingkungan psikologis yang diberikan untuk mencapai tujuan organisasi. This activity can keep the social relationship while doing the task performance.

Task performance and contextual performance is such as the dedication or scarification of the job and facility among the person whose has contribution

toward all work performance in managerial items. The capability and skill used tend to predict *task performance* while personality and motivation tend to use for predicting *contextual performance* (Borman *et. al.*, 1997).

3 RESEARCH METHOD

3.1 Population and Sample

The population in this research is all teacher whose work in SMPN 4 Kediri in 2017, while the sample is 45 teachers of all SMPN 4 Kediri, East Java, Indonesia in 2017 whose teach class 1, 2, and 3. The design used non probability sampling of saturated sampling. The sample is taken by using total sampling with 45 teachers consist of

3.2 Operational Definition

The variable in this research are:

1. Independent Variable, consists of:
 - a. Self-Awareness
 - b. Self-Management
 - c. Social Awareness/ Empaty
 - d. Relationship Management
2. Dependent Variable

Dependent variable in this research is work performance of SMPN 4 Kediri, East Java, Indonesia's teachers, especially contextual performance or the work performance depends on the situation.

4 RESULT AND DISCUSSION

Table 1: Emotional Intelligence Category.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	21	46,7	46,7	46,7
	Very Good	24	53,3	53,3	100,0
	Total	45	100,0	100,0	

Table 2: Contextual Performance Category.

	Frequency	Percent	Valid Percent	Cumulative Percent
Good	11	24,4	24,4	24,4
Very Good	34	75,6	75,6	100,0
Total	45	100,0	100,0	

Based on double linear regression among Social Awareness (X_1), Self-Management (X_2), Empaty (X_3), Relationship Management (X_4) toward contextual performance (Y) with SPSS 16 process is gotten the result in the table of 3:

Table 3: Double Linear Regression test result. Coefficients^a

Model	Unstandardize d Coefficients		Standar dized Coef ficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1,044	,379		2,757	,009
Average_X1 (self-awareness)	,041	,115	,044	,355	,725
Average_X2 (self-management)	,163	,177	,166	,917	,365
Average_X3 (empaty)	,305	,147	,364	2,081	,044
Average_X4 (relationship management)	,233	,124	,302	1,885	,067

a. Dependent Variable: Average_Y
Source: Prime Data, calculated 2017

Based on the table above, the regression correlation which describe the relation among the research variable.

$$Y = 1,044 + 0,041X_1 + 0,163X_2 + 0,305X_3 + 0,233X_4$$

The interpretation of double regression correlation is below:

- $a = 1,044$. It means, if the social awareness (X_1), self-management (X_2), Empaty (X_3) and relationship management (X_4) is 0/rejected, so contextual performance of SMPN 4 Kediri's teacher (Y) is 1,044.
- $b_1 = 0,041$. Social Awareness (X_1) has positive influence toward the contextual performance (Y) with coefficient (0,041). It means, if the self-management (X_2), Empaty (X_3) and relationship management (X_4) is constant, so the increase of social awareness (X_1) will make the increase of contextual performance (Y) is 0,041
- $b_2 = 0,163$. Self-Management (X_2) has positive influence toward the contextual performance (Y) with coefficient (0,163). It means, if social

awareness (X_1), Empaty (X_3) and relationship management (X_4) is constant, so the increase of self-management (X_2) will increase the contextual performance (Y) sebesar 0,163.

- $b_3 = 0,305$. Empaty (X_3) has positive influence toward the contextual performance (Y) with coefficient (0,305). It means if the social awareness (X_1), self-management (X_2) and relationship management (X_4) is constant, so the increase of empathy (X_3) will increase the contextual performance (Y) is 0,305.
- $b_4 = 0,233$. Relationship Management (X_4) has positive influence toward contextual performance (Y) with coefficient (0,233). It means, if the social awareness (X_1), self-management (X_2) and empathy (X_3) is constant so, the increase of relationship management konstans (X_4) will cause the increase of contextual performance (Y) is 0,233.

The biggest standardized coefficients is regression coefficient of empathy variable, namely 0,305. It means, the empathy has dominant influence toward the contextual performance of SMPN 4 Kediri.

4.1 Simultaneous Test (F Test)

Based on the result of simultaneous test is gotten value $F_{counting} = 15,857$ it means, the independent variable (social awareness, self-management, empathy, and relationship management) simultaneously has significant influence toward the contextual performance, so the simultaneous hypothesis is accepted in this research.

4.2 Determination of Coefficient Test

Test result shows the coefficient value (R) is 0,783 or almost 1. It means, there is a strong relationship, and R^2 (R Square) is 0,613. It means, the percentage of independent variable (social awareness, self-management, empathy, and relationship management) toward the dependent variable (contextual performance) is greater than another factors out of this research.

5 CONCLUSIONS

Based on the descriptive analyze can be seen that the emotional intelligence and contextual performance of SMPN 4 Kediri's teacher is good and very good categories. For each variable of emotional intelligence which consists of social awareness, self-

management, empathy, and relationship management has positive influence toward contextual performance of SMPN 4 Kediri's teacher. Based on the calculating, each variable of emotional performance influence significantly toward the contextual performance. Besides emotional intelligence variables, there is another variable which influence toward the contextual performance, but its variable is out of this research, with the value is smaller than the variables of emotional intelligence.

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