

ISSN: 2467-9283



Indexing & Abstracting

Open Academic Journals Index (OAJI), InfoBase Index, Cosmos, ResearchGate, CiteFactor, Scholar Stear, JourInfo, ISRA: Journal-Impact-Factor (JIF), Root Indexing etc.

Impact Factors*

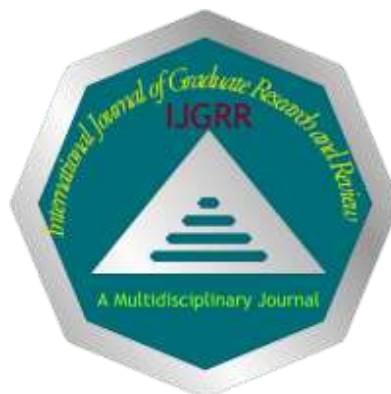
IBI factor: 3

Impact factor (OAJI): 0.101



*Kindly note that this is not the IF of Journal

INTERNATIONAL JOURNAL OF GRADUATE RESEARCH AND REVIEW



Vol-3, Issue-3

August 2017

Satisfaction and Students Performance as the Impact of Social Capital, Emotional Intelligence, and Service Quality

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Abstract

The purpose of this study is 1) To know and analyze effect of social capital on students job satisfaction, 2) To know and analyze effect of social capital on students performance, 3) To know and analyze effect of emotional intelligence on students job satisfaction, 4) To know and analyze effect of emotional intelligence on students performance, 5) To know and analyze effect of service quality on student effect satisfaction, 6) To know and analyze effect of service quality to students performance, 7) To know and analyze effect of job satisfaction on students performance, 8) To knowing and analyzing effect of social capital on students performance through Job Satisfaction, 9) To know and analyze effect of emotional intelligence on students performance through Job Satisfaction, 10) To know and analyze effect of service quality on on students performance through Job Satisfaction. A sample consisted 214 students of class XII of private SMK office administration program in Palu City. Structural Equation Modeling (SEM) was used in order to test the proposed hypotheses.

The results of this research are 1) Social capital has positive and significant effect on job satisfaction, 2) Social capital has negative and insignificant effect on student performance. 3) Emotional Intelligence has negative and significant effect on job satisfaction, 4) Emotional Intelligence has positive and not significant effect on performance, 5) Service Quality has positive and significant effect on Job Satisfaction, 6) Service Quality has not significant effect on student performance 7) Job satisfaction has positive and significant effect on students performance 8) Social capital has positive effect on students performance through student job satisfaction, 9) Emotional intelligence negativly affects on students performance through student job satisfaction, 10) Service Quality has positive effect on students performance through job satisfaction.

Keywords: Social capital; Emotional Intelligence; Service Quality; Job Satisfaction; Student Performance

Introduction

Efforts to prepare qualified human resources and then become a reliable human capital, superior and competitive, to realize the goals of national education, the quality of education in Indonesia should always be improved. Improving the quality of education must be supported by the improvement of the quality of the educator. The meaning of educators is one of the important components in the implementation of education, which is to teach, educate, train, research, develop, manage and provide technical services in education (Hamalik, 2003).

Efforts to improve the quality of education in order to become a reliable, superior and competitive human being is done through the improvement of student achievement or performance and student satisfaction both public and private schools. Improvement of student's satisfaction and performance can be realized among others through improvement of teacher's social capital, emotional intelligence, and teacher service quality.

High Vocational School (SMK) as education providers gain public trust in preparing and delivering the nation's generation of children to be able to compete in the global competition that is increasingly felt its impact on various activities of social life. SMK not only teaches knowledge

like high school level, but SMK also teaches students' skills and independence. Skills and work skills are needed in today's workplace. To that end, the existence of SMK enough to answer the needs of society and the world of work.

Literature Review

Engel (1990) satisfaction is the feeling of pleasure or disappointment of someone who derives from the comparison between his impression of the outcome of a service and his expectations. Oemi (1995) the nature of satisfaction is very subjective, so it is difficult to measure it. However, of course, we still have to keep paying attention to our customers with all our resources, so that at least we can provide the best service, starting from standardizing the quality of goods or services up to the execution. Satisfaction in this research is student satisfaction obtained through work given by teacher to him during education in vocational school.

Work is an important part of a person's life, so job satisfaction also affects a person's life. Therefore, job satisfaction is part of life satisfaction. Job satisfaction can be formulated as a general response of workers in the form of behaviors displayed by employees as a result of perceptions about matters relating to his work. Job

satisfaction is basically the general attitude of the worker about the work he does, because in general when one talks about employee attitudes, it is job satisfaction (Davis, 1996). Satisfaction is a function of the impression of performance and expectations. If performance is below expectations, customers will be dissatisfied. If performance exceeds expectations, then customers will feel very satisfied or happy (Engel, 1990). According to Robet Bacal (2005), performance is a continuous process of communication, conducted by a partnership between a teacher and students with the occurrence of a good communication process between principals with teachers, and teachers with students in the learning process can accelerate students' understanding of the material Delivered by the teacher, and this is a performance system that adds value to the school in order to improve the quality of students in learning.

According to Nahapiet and Ghoshal (1998), Social capital that enables the creation of Cooperation and mutually beneficial relationship. Social capital bridges differences between groups of people with different cultural values, preferring equality on both sides. Cohen and Prusak (2002) explains that social capital is as any relationship that occurs and is bound by a trust, mutual understanding, and shared values that bind members of the group to make possible actions Together can be done efficiently and effectively.

Weisinger (1998) reveals that: you can increase your emotional intelligence by learning and practicing the skills and capabilities that make up emotional intelligence. These include self-awareness, emotional management, and self-motivation. Emotional Intelligence offers an added advantage in the work environment, emotionally capable people, who know and handle their own feelings well and are able to read and deal with the feelings of others effectively. It has an advantage in every area of life, whether

in a relationship of romance and friendship or in capturing unwritten rules that determine success in the organization (Goleman, 2016). People with well-developed emotional skills are likely to be happy and successful in life, mastering the habits of the mind that drive their productivity. People who cannot muster a certain control over their emotional life will experience an inner struggle that robs their ability to focus on work and have a clear min.

Yong *et al.* (2003) provide an understanding that the concept of service quality is a fitness for yours that aims to find a clear idea of the process of thinking that gives birth to an understanding that is not difficult to understand, because the purpose is clear and the process is a continuous improvement process.

A review of the concept of service quality is largely determined by how much gap (gap) between customer perceptions of the reality of service received, compared to customer expectations for services to be received. According to Parasuraman (2001), the concept of service quality expected and perceived is determined by the quality of service. The quality of the service consists of responsiveness, assurance, physical evidence, empathy and reliability.

Parasuraman (2001) states that the concept of service quality is a complex understanding of quality, about satisfactory or unsatisfactory. The concept of quality of service is said to be of quality if the service is expected to be smaller than the perceived service (quality). It is said the concept of service quality meets expectations, if the expected service is the same as perceived (satisfying).

Research Framework and Hypotheses

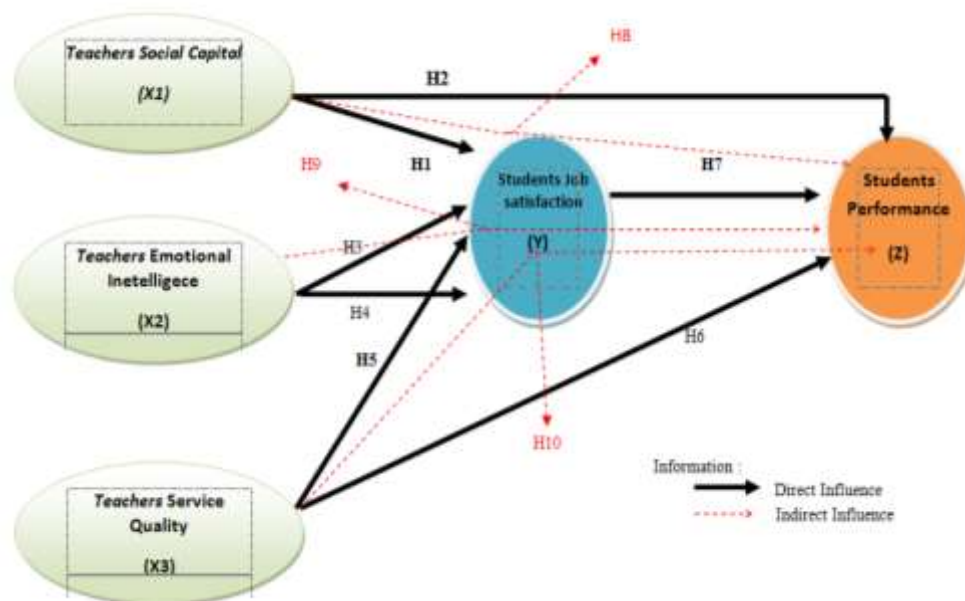


Fig. 1: Research Framework

Hypothesis

- H1. Social capital has positive and significant effect on job satisfaction, of students private SMK in Palu City.
- H2. Social Capital has positive and significant effect on the performance of of students private SMK in Palu City.
- H3. Emotional Intelligence has positive and significant effect on job satisfaction of students private SMK in Palu City.
- H4. Emotional Intelligence has positive and significant effect on students' performance of students Private SMK in Palu City.
- H5. Service Quality has a positive and significant effect on job satisfaction of students private SMK in Palu City.
- H6. Service Quality has positive and significant effect on on the performance of students private SMK in Palu City.
- H7. Job Satisfaction has positive and significant effect on the performance of students private SMK in Palu City.
- H8. Social capital has positive effect on students' performance through student job satisfaction, of students private SMK in Palu City.
- H9. Emotional Intelligence has positive effect on students' performance through student job satisfaction, of students private SMK in Palu City
- H10. Service Quality has a positive effect on performance through job satisfaction of students private SMK in Palu City.

Research Methodology

The type of research used is descriptive quantitative research, i.e. research conducted by describing the symptoms caused by an object of research. A sample consisted 214 students of class XII of private SMK office administration program in Palu City. Structural Equation Modeling (SEM) was used in order to test the proposed hypotheses.

Results and Discussion

Based on Table 1 it can be seen that from the seven paths there are five paths that show the relationship that significantly influence that is (1) social capital to job satisfaction, (2) social capital on student performance, (3) emotional intelligence to job satisfaction, (4) quality of service to job satisfaction and (5) job satisfaction on student performance. This is indicated by a significant level of 5% and the smaller required probability ($P < 0.05$). While the path (1) emotional intelligence on the performance of students, and (2) the quality of service to student performance does not show a significant relationship significantly because the value of P (Probability) is greater than 0.05 i.e. respectively 0.377 and 0.132. ($0.377 \geq 0.05$ and $0.132 \geq 0.05$).

The next analysis by observing from the value of the estimation coefficient (λ) or loading factor, each variable on the dimension as a basis to explain the influence of each variable to other variables can be seen in Table 2. Loading Factor (λ), Measurement Variable Social Capital (X1), Emotional Intelligence (X2), Quality of Service (X3), Job Satisfaction (Y), and Student Performance (Z) are shown in Table 2.

Based on Table 2, social capital variable that gives the biggest contribution that influence other variables is the dimension of bonds of 0.748, emotional intelligence is the dimension of developing relationships of 0.837, service quality is the dimension of responsiveness of 0.852, job satisfaction is the dimension of personality suitability and Performance of students is dimension Psychomotor of 0832.

To know the direct and indirect effect based on the model built in this study direct and indirect effect on each exogenous variable (social capital (X1), emotional intelligence (X2), service quality (X3), on endogen variable (student work satisfaction (Y) and Student Performance (Z)), can be shown in Table 3 Direct, indirect and total effect between exogen and endogen variables.

Table 1: Hypothesis testing Social Capital, Emotional Intelligence, Service Quality on Job Satisfaction and students performance variable

Jalur	Regression Weight	Critical Ratio	Probability (p)
Social Capital → Job Satisfaction	0.719	4,378	0,000
Social Capital → Student Performance	-0.918	-1,991	0,046
Emotional Intelligence → Job Satisfaction	-0.887	-2,287	0,022
Emotional Intelligence → Students Performance	0.737	0,884	0,377
Service Quality → Job Satisfaction	1.146	3,362	0,000
Service Quality → Students Performance	-1.226	-1.508	0,132
Job Satisfaction → Students Performance	2.020	3,994	0,000

Table 2: Loading Factor (λ) Social Capital (X1), Emotional Intelligence (X2), Service Quality (X3), Job Satisfaction (Y) and Students Performance (Z)

No	Variable	Dimension	Loading Factor (λ)
1	Social Capital (X1)	1. Bonds	0.748
		2. Tacit Knolege	0.705
		3. Relational	0.695
		4. Struktural	0.616
2	Emotional Intelligence(X2)	1. Building relationships	0.837
		2. Self-awareness	0.829
		3. Recognizing emotions of others	0.821
		4. Self-regulations	0.813
		5. Self-motivation	0.639
3	Service Quality (X3),	1. Responsiveness	0.852
		2. Tangible	0.822
		3. Empathy	0.810
		4. Assurance	0.796
		5. Reliability	0.703
4	Job Satisfaction (Y)	1. Conformity of personality	0.812
		1. Work it self	0.792
		2. Reward	0.741
		3. Evaluation	0.619
		4. Workers relationship	0.612
5	Students Performance (Z)	1. Psikomotor	0.832
		2. Produc	0.752
		3. Affect	0.711
		4. Kognitif	0.693

Based on Table 3 shows that the direct effect of social capital on the performance of -1.236, indirect influence or through job satisfaction on student performance of 1.957. Therefore, the total influence of social capital through job satisfaction is the amount of influence of direct and indirect (total) ($1.236 + 1.957 = 0.721$) or total effect of 0.721, this means that social capital positive affect student performance through job satisfaction.

The direct effect of Emotional Intelligence on the performance of -0.565, indirect effect or through job satisfaction on student performance of -1.375. So the total effect of social capital through job satisfaction is the amount

of effect of direct and indirect (total) equal to ($-0.565 + 1.375 = -0.81$) or total effect of -0.81, this means that emotional intelligence negative effect on student performance through job satisfaction.

The direct effect of the quality of service to the performance of -0.927, indirect effect or through job satisfaction on student performance of 1.751. So the total effect of service quality through job satisfaction is the amount of effect of direct and indirect (total) equal to ($-0.927 + 1.751 = 0.824$) or total effect of 0.824, this means that the quality of service positively affect the performance of students through job satisfaction.

Table 3: Direct, indirect, and total effect between exogen and endogen variables.

No.	Variables	Effect	Effect		Total
			Direct	Indirect	
				Job Satisfaction	
1	Social Capital	→ Job Satisfaction	1.070	–	1.070
2	Social Capital	→ Student Performance	-1.236	1.957	0,721
3	Emotional Intelligence	→ Job Satisfaction	-0.752	–	-0.752
4	Emotional Intelligence	→ Students Performance	0.565	-1.375	-0,81
5	Service Quality	→ Job Satisfaction	0.957	–	0.957
6	Service Quality	→ Students Performance	-0.927	1.751	0,824
7	Job Satisfaction	→ Students Performance	1.829	–	1.829

The Effect of Social Capital on Job Satisfaction of Private SMK Students in Palu City

Based on the results of research in Table 1 shows that the coefficient path of Social Capital variable to job satisfaction has a positive direction. That this influence is indicated with regression weight value of 0.719, it is indicated that the effect of Social Capital on job satisfaction is positive, while the critical ratio value is 4,378, it shows good result. Based on the result of the research, the first hypothesis that stated that Social Capital have positive and significant effect on job satisfaction of Private Vocational School Students in Palu City, accepted.

Based on the theory of Nahapiet and Ghoshal (1998); Lawang (2004); Engel (1990) & Schermerhorn (1995) related to social capital variable and satisfaction. This study showed that (1) work relationship built by teachers both by (2) beliefs, norms, loyalty (3) knowledge through the experience of teachers taking action against students and (4) a sense of kinship built by the teacher Against students. Keempat dimensions that make up the social capital in this study can foster job satisfaction in students at SMK Swasta especially at SMK Alkhairaat, PGRI, NURIS, Pancasila, Mandalasila and Swadaya.

Previous researchers wrote about the influence of social capital and Job Satisfaction. Kurniawati (2010) writes about Analysis of Relationship Between Social Capital, Internal Service Quality, Job Satisfaction Lecturer and Student Satisfaction research results show (1) All aspects of Social Capital (Dissemination Information, and Equation of Vision) are not correlated with Job Satisfaction of Lecturers, (2) While in the other three aspects (lecturer discipline, lecturer's concern and willingness of lecturers to give consultation service outside of college) there is a negative correlation between lecturer's job satisfaction and student's satisfaction.

Savari et al. (2013) studied The Impact of Social Capital on Agricultural Employees' Job Satisfaction, City of Divandarreh. The results found that the components of

social capital (relational, cognitive and structural) have a positive and significant relationship to employee job satisfaction, Cemal Aküzüm and Çetin Tan (2014), writing about Social Capital and Job Satisfaction as the Predictor of the Organizational Commitment. The results of his research found that the level of social capital of school administrators have a positive and significant impact on job satisfaction. Nader Naderi, Nematollah Shir, Maryam Tatar, Amirhossin Pirmorad (2014) wrote about The influence of social capital on job satisfaction among the agriculture faculty members in university of Tehran, Iran. The results showed that the correlation analysis showed that there was a positive relationship and significant intermediate social capital dimensions namely structural, relational and social cognitive capital and job satisfaction from members of the faculty of agriculture at Tehran University, Iran. That social capital and the dimensions associated with increased job satisfaction among members of the agricultural faculty. Investment in the field of social capital development among agricultural faculty members, can increase job satisfaction and ultimately develop human resources in higher agricultural education systems.

Top of Form

Chamanifard et al. (2015) writes about The effects of social capital on organizational performance: The mediating role of employee's job satisfaction, the results show that social capital has a positive and significant impact on employee job satisfaction. Matin Abdollahzadeh and Shahram Gilaninia (2015) wrote about the effects of social capital (Sc) of the organization on marketing performance: A Case study of manufacturing companies in Guilan province. The results of the study found that this shows a direct relationship between two social capital variables of cognitive and customer satisfaction. On the other hand, the coefficient of determination between two variables equals 0.295. This suggests that cognitive (independent variable) social capital at a rate of 29.5 percent can predict customer satisfaction (dependent variable). Timothy Lee Chazon (2009) Social Capital: Relationship between Social Capital

and Teacher Job Satisfaction Within a Learning Organization finds Cognitive Social Capital and Relational Social Capital) provides the largest grosser of 10.8% on teacher job satisfaction in 11 North Carolina schools.

Based on the findings of the previous study the authors it can be concluded that most previous auctions have found that social capital has a positive effect on job satisfaction, this study supports previous research Timothy Lee Chazon, (2009); Savari *et al.* (2013); Cemal Aküzüm and Çetin Tan (2014); Nader Naderi, *et al.* (2014) & Chamanifard *et al.* (2015) that social capital positively affects job satisfaction.

The results of this study denied research conducted by Lucia Kurniawati (2010). He writes about analysis of relationship between social capital, internal service quality, job satisfaction of lecturer and student satisfaction. Research results show (1) all aspects of Social Capital (Dissemination of Information, Trust and Equalization Vision) correlated with Job Satisfaction of Lecturers, (2) While on the other three aspects (lecturer discipline, lecturers' awareness and willingness of lecturers to provide consultation services outside of college) there is a negative correlation between lecturer's job satisfaction and student's satisfaction.

The Effect of Social Capital on the Performance of Private SMK in Palu City

Based on the results of research in Table 1 shows that the path coefficient of Social Capital variables on student performance has a negative direction. That this effect is indicated with regression weight value of -0.918, it is indicated that the influence of Social Capital on student performance is negative, while the critical ratio value is -1.991, showing negative result. Therefore, Social Capital gives negative and significant influence to student performance because its probability value is 0.046, it shows the result is not significant, because it is smaller than required ($p \leq 0.05$). Thus, the second hypothesis, which states that Social Capital positive and significant effect on the performance of Private Vocational Students in Palu City, received but leads to negative. The results found that the existing dimensions of Social Capital contributed negative and can create student performance. One of the variables that make up student performance is Social Capital teachers perceived by students. Students who feel Social Capital teachers significantly decrease student performance. If Social Capital increases, teachers do not improve student performance.

The theory relating to social capital and performance is Coleman in a paper entitled "Social Capital in the Creation of Human Capital" (1988) introducing social capital as a conceptual means for understanding the theoretical orientation of social action by linking the components from a sociological and economic perspective. In this way, he uses principles in economics to analyze social processes. Coleman discusses how social capital is formed and highlights social capital in three different forms. Using data derived from a study of students in a secondary school, he describes how social capital plays a role in creating human capital by demonstrating what goes on in the family and

society in the process of developing children's education. A clear example in this case is how important the involvement of parents and teachers in the POMG container to jointly discuss the best steps to improve the progress of the students. Putnam *et al.* (1993) analyzed the focus of horizontal social networking work linked to influence on performance. Coleman (1988) defines wider social capital with vertical concepts, hierarchical institutions on negative and positive performance for the company.

The results of this study differ from previous studies. This phenomenon is very interesting when associated with the concept of power distance from (Hofstede and McCrae, 2004). Power distance or power distance is the level of power, the level of trust or acceptance of an unbalanced power of audiences. A culture that assumes superior leadership compared to subordinates due to social status, gender, race, age, education and other backgrounds. There is a communication gap, low subordinate participation, strict control over subordinates; decisions made solely by the leadership are some of the characteristics of power distance in developing countries. Indonesia as one of the countries studied by Hofstede is in the order of 8-9 of 53 countries, which shows the power distance is still high.

Thus, this study supports the research conducted by Ghosh (2011) with one of his research results, "The study of education is a powerful tool to acquire the expert power over the traditional education that signals social status". It directed the need to learn from the king's filosfi and not always learn from the western culture but learn from the culture of ancestors or traditional culture. Fauzan (2012) Improvement Performance Lecturer Based on Social Capital And Organizational Support In Pts Semarang City. Hypothesis test results found that the relational dimension of social capital negatively affect the performance of lecturer duties (β -.274, Sig = .000). The findings of this study can be interpreted that lecturers who have high trust and reciprocity with co-workers can have an effect on the total decrease in performance.

The results of this study also support Coleman's theory through a work entitled Foundations of Social Theory (Coleman, 1990). In his book, Coleman says without social capital a person will not be able to gain material benefits and achieve other success optimally. As with other capital, such as physical capital and human capital, social capital does not always benefit in any situation, but only benefits in certain situations. A form of social capital can be useful to enable a person to take action in a situation, but in other situations it is useless and may even cause harm.

The Effect of Emotional Intelligence on Job Satisfaction of Private Vocational School Students in Palu City

Based on the results of research in Table 1 shows that the path coefficient of the variable of Emotional Intelligence on job satisfaction has a negative direction. That this effect is indicated by the regression weight value of -0.887, it indicates that the influence of Emotional Intelligence on job satisfaction is negative, while the critical ratio value is -2.287, showing negative result. Therefore, emotional intelligence gives negative effect to job satisfaction while its probability value is 0.022, it shows significant result, because it is smaller than required ($p \leq 0.05$). The third

hypothesis stating that Emotional Intelligence positively and significantly affect the job satisfaction of Private Vocational School Students in Palu City, accepted but lead negative.

Nuraningsih and Putra (2015), reported about Emotional Intelligence Effect on Job Satisfaction and Job Stress in the Seminyak Beach Resort and Spa. The results of this study contradict the research conducted by Virk (2011) wrote about Impact Of Emotional Intelligence On Job Satisfaction, Organizational Commitment and Perceived Success in his research showed that emotions play an important role in job satisfaction, managers who have high emotional intelligence are more satisfied with Their jobs rather than managers with low emotional intelligence.

Jamaluddin et al. (2015) Relationship Between Emotional Intelligence and Job Satisfaction Among Texas Instruments, the research results show that there is a significant relationship between emotional intelligence and job satisfaction ($r: 0.920, p < 0.000$). Relations show that they have a positive relationship; employees who have a higher emotional intelligence have a high job satisfaction. Generally, people with high emotional intelligence have the ability to adapt to the challenges of the situation and are satisfied with the work of brand.

Research shows the variable of emotional intelligence have a positive effect on job satisfaction which means employees who have high emotional intelligence more satisfied with their work. Job satisfaction negatively affects work stress which means employees with high job satisfaction tend to have low work stress. Emotional intelligence negatively affects work stress which means employees who have high emotional intelligence able to deal with work stress well. Hidayati and Listyani (2013), writes about Emotional Intelligence and Spiritual Intelligence Influence on Job Satisfaction and Employee Performance (Study at West Nusa Tenggara Quality Assurance Institute (LPMP). The results of his research found that from the analysis shows that there is no influence between emotional intelligence on employee job satisfaction. That is, regardless of the value of emotional intelligence will not effect the high low employee job satisfaction. Aghdasi et al. (2011) writes about Emotional Intelligence and Organizational commitment: Testing the mediatory role of occupational stress and job satisfaction. The results of his research found that emotional intelligence did not have a significant effect on the stress variable on work, job satisfaction and organizational commitment Kassim et al. (2016) wrote about Emotional Intelligence and Job Satisfaction among Lectures of Universities in Kano State: Empirical Evidence. The research was conducted on lecturers from universities in Kano State. The findings of the study indicate that the relationship between self-assessment emotions and job satisfaction does not significantly influence the results of

the analysis with the correlation coefficient of 0.193 indicates that the increase of SEA (Self Emotion Appraisal) will not lead to increased lecturer's job satisfaction.

The results of this study strengthen the results of research Kassim et al. (2016), indicating that the increase in SEA (Self Emotion Appraisal) will not lead to increased lecturer work satisfaction. Research by Hidayati and Listyani (2013), there is no influence between emotional intelligence on employee job satisfaction of LPMP and Aghdasi et al. (2011), who found that emotional intelligence has no significant influence on other variables such as job stress, job satisfaction and organizational commitment and Hidayati and Listyani (2013), that there is no effect between emotional intelligence on job satisfaction.

The Effect of Emotional Intelligence on the Performance of Private Private SMK in Palu City

Based on the results of research in Table 1 shows that the path coefficient of the variable of Emotional Intelligence on student performance has a positive direction. That this effect is indicated by regression weight value of 0.737, it is asserted that the influence of Emotional Intelligence on student performance is positive. While the critical ratio of 0.884, shows the positive result. Therefore EQ provides a positive effect on job satisfaction while its probability value by 0.377, this shows significant results, because it is larger than required ($p \leq 0,05$).

This study contradict research sebelumnya as research conducted by Mafuzah and Juraifa (2016) wrote about Emotional Intelligence and Job Performance: A Study among Malaysian Teachers. This study highlights the importance of emotional intelligence. There are four indicators that are measured (Self-awareness, self-regulation, self-motivation, empathy, and social skills) emotional intelligence has a greater impact on teacher performance. To sustain teachers' performance and competitive advantage, emotional intelligence must be developed and enhanced through a systematic approach and develop training programs to improve the emotional competence of their managers and workers. Hidayati et al. (2008), writing about Emotional Intelligence, Job Stress and Employee Performance. Found that There is a very significant positive relationship between emotional intelligence and performance. The higher the emotional intelligence the higher the employee's performance. Ita Rahmawati and Restry Prima Kartika (2015) writes about the Relationship of Emotional Intelligence with Academic Achievement on Female Midwifery Student at Akbid Islam Al Hikmah Jepara. The results showed that the relationship between emotional intelligence and academic achievement in students DIII Midwifery indicate that the test results with the results of Spearman rank p value > 0.05 (0.001) which means that H_0 refused and H_a accepted, this means that there is a relationship between emotional intelligence

Academic achievement. This relationship is positive, where the higher the emotional intelligence the better the respondents' learning achievement. Gusniwati (2015) examines the Effect of Emotional Intelligence And Interests Learning To Control Concepts of Mathematics student of SMAN In Sub Kebon Jeruk Research Findings Showing That Mastery of Concepts of Mathematics Students Who Measured By Emotional Intelligence, show existence of correlation Enough Significant And Have Influence Strong (More Great From 0.05) Against Mastery of Student Mathematics Concept. However, So It's Influence Not Too Big Only 9%. Hidayati *et al.* (2008), writing about Emotional Intelligence, Job Stress and Employee Performance. The results of his research found that there is a very significant positive relationship between emotional intelligence and performance. The higher the emotional intelligence the higher the employee's performance.

This study reinforces previous research such as research by Hidayati *et al.* (2008), writing about Emotional Intelligence and Spiritual Intelligence Influence on Job Satisfaction and Employee Performance (Study at West Nusa Tenggara Quality Assurance Institute (LPMP). Research Findings Indicates that there is no influence between emotional intelligence on performance. That is, regardless of the value of emotional intelligence will not affect the high low performance.

The Effect of Service Quality on Job Satisfaction of Private Private SMK in Palu City

The results showed that the path coefficient of the variable quality of service to job satisfaction has a positive direction. That the existence of this effect is indicated with regression weight value of 1.146, it is indicated that the influence of service quality on job satisfaction is positive, while the critical ratio value of 3,362 shows positive result. Therefore Quality of Service gives positive effect on job satisfaction while its probability value is 0.000, this shows significant result, because it is smaller than required ($p \leq 0.05$). Thus, the fifth hypothesis which states that the of service quality has a positive and significant effect on job satisfaction of Private Vocational SMK in Palu City

This study supports previous research conducted by Evi Susanti *et al.* (2015), examined the Impact of Internal and External Service Quality (A Case Study among Lecturers and Students) research results indicate that there is a significant relationship between lecturer services with perceived college student. Containing meaning if lecturers are well served by institutional management, they can serve students well. According to Malik *et al.* (2010), the Impact of Service Quality on Students' Satisfaction in Higher Education Institutes of Punjab, the quality of service greatly affect student satisfaction in several dimensions. The core of student satisfaction lies in the quality of teaching and learning environment. Students are demanding good quality

faculty, experienced to study at their academic and for professional development. Batubara *et al.* (2014) writes about the Influence of Service Quality to Satisfaction and Word Of Mouth Student Diploma Program Iii Administration Taxation Fisip Usu. The results of the study found that service quality has a positive and significant effect on student satisfaction.

Yuniarti, (2014) examines the Effect of Service Quality on Student Satisfaction Extension Program Faculty of Economics, University of Jambi Trikonomika. Quality of service has a positive and significant impact on student satisfaction. This means that the better the quality of services provided by the Extension Program of the Faculty of Economics, University of Jambi, the students are increasingly satisfied with the service. The relationship of service quality and student satisfaction can not be separated from the conversation of extension program creativity program. To realize a quality service that leads to student satisfaction, the extension program must be able to identify who the students are, so as to understand the level of perception and expectations of the students on the quality of service.

The Effect of Service Quality on the Performance of Private SMK in Palu City

The results showed that the path coefficient of service quality variable on student performance has negative direction. That this effect is indicated by the value of regression weight of -1.226, this indicates that the effect of service quality on student performance is negative, the critical ratio value of -1.508, showing negative results. Therefore Quality of Service give negative effect to job satisfaction while its probability value equal to 0132, this shows result which not significant, because bigger than what is required ($p \leq 0.05$) (Table 1).

This study contradicts previous research conducted by Citra Ajeng Isywari, et al. (2016) examines the Influence of Student Perceptions About Quality of Academic Services And Professionalism Teachers Accounting Against Achievement Accounting Learning. The findings showed that there was a positive influence between students' perceptions about the professionalism of accounting teachers on student learning achievement in SMK Batik 2 Surakarta. Hadiyati, (2014) examined service quality and performance of public sector: study on immigration office in Indonesia. His research found that the lowest element of service quality was the speed of service. From the data analysis depicting the quality of service which includes service procedure, service certainty, discipline officer, responsibility of service officer, ability of service officer, speed of service, fair in service, courtesy and hospitality officer and explain that success and performance of public sector organization by using dimension Service evaluation helps organizations develop strategies to achieve significant

competitive advantage. Raharjo (2014) in his research Contribution Eight National Education Standards Against Achievement of Learning Achievement. The results of his research found that the greatest contribution to learning achievement was the quality of service of educators and education personnel in the school environment. Qualified teachers will produce graduates in the targeted with the quality of service in a quality school environment.

The results of this study are different from the research of Raharjo (2014) that the quality of services performed by teachers of SMK in Palu City significantly influence student performance. However, the results of this study show that the better quality of services performed by teachers to students does not increase student performance because of the very small influence of service quality on student performance.

Empirical facts found by the researcher that the good teacher service to the progress and problem of the students both when the learning activities in the classroom or outside the classroom such as the responsiveness of teachers to students who have difficulty learning to hear background tracing the problems and personality of students do not change student performance, The social environment factor of students outside school is stronger. Other factors such as teachers have not fully guided the students with problems that can degrade students' performance.

The Effect of Job Satisfaction on the Performance of Private SMK in Palu City

The results showed that the path coefficient of Job Satisfaction variable on student performance has positive direction. That this effect is indicated with regression weight value of 2.020, it is indicated that the influence of Job Satisfaction on student performance is positive, while the critical ratio value is 3,994, showing positive result. Therefore, job satisfaction gives positive and significant influence on student performance because its probability value is 0.000, it shows significant result, because it is smaller than required ($p \leq 0.05$). Thus, the hypothesis ketuju stating that job satisfaction has a positive and significant impact on job satisfaction Private Vocational School Students in Palu City, received.

The greatest factor that supports the influence of job satisfaction on student performance is the dimension of personality suitability, which include: (1) satisfied because teachers pay attention to student's interest, (2) satisfied because teacher pay attention to student talent, (3) Happy because the teacher understands the lack of students, (5) Pleased because the students treated according to the conditions.

The results of the study found that the dimension of job satisfaction gave the greatest contribution that can create student performance is the teacher work satisfaction felt by

the students. Students who feel job satisfaction significantly improve student performance. If the student's job satisfaction increases then the student's performance also improves.

This research is in line with research conducted by Sari and Hadijah (2016), Employee Performance Improvement Through Job Satisfaction And Work Discipline There is positive influence of job satisfaction on employee performance ". The results showed that the higher job satisfaction perceived by employees, it would improve the performance of employees. Relationship between Job Satisfaction with Teacher Performance in Smp Negeri 1 Ngeplak Boyolali. The results of his research indicate that there is a very significant positive relationship between job satisfaction and teacher performance. The positive relationship of this study illustrates that the higher the job satisfaction the higher the performance of teachers and vice versa the lower the job satisfaction the lower the performance of teachers.

Asif *et al.* (2016) with his research entitled "Relationship between Teachers 'Job Satisfaction and Students' Academic Performance" found that showed a significant positive correlation with each other except for government pay and supervision, supervisors, and responsible for salaries teacher. Colleagues and mutual support because they are the main factor of work, while the relationship between salary and supervision is inconsistent, that is because the head of the institute has no authority to increase or decrease the salary on the basis of better or poor teacher performance in high school. Refresher courses should be undertaken to train teachers to improve teacher-student relationships, which in turn will improve student performance. The research also reveals that teacher indicators have the greatest impact of student achievement, and there is a relationship between job satisfaction and academic performance.

Jain (2014) wrote about Teacher's Job Satisfaction & Job Performance. The results found that To increase the satisfaction of private college teachers by paying the right salary because teachers are a valuable asset for their institution.

The effect of Social Capital on student performance through Satisfaction at Private SMK Palu City

The result of research (Table 1) shows that the direct influence of social capital on performance is -1.236, indirect effect or through job satisfaction on student performance is 1.957, so, total social capital influence through job satisfaction is amount of direct and indirect influence equal to (total) or $(-1.236 + 1.957) = 0.721$. So it can be said that the total Social Capital Influence on the performance of students through the satisfaction of 0.721, this means that social capital positively affect student performance through job satisfaction. The research question that says, "Does Social Capital have a positive influence on the performance

of students through Satisfaction in Private SMK Palu City?" Has been answered, then the ninth hypothesis that Social Capital positively affect the performance of students through Satisfaction in Private SMK Palu City, accepted.

The findings of this study indicate that job satisfaction contributes or the role of 1.957 on the influence of social capital on student performance through job satisfaction, when compared with the direct influence of social capital on student performance only amounted to -1.236 or negative results. These findings indicate that if the social capital of teachers increases through student work satisfaction then the student's performance is increasing.

The present study reports that the variable of job satisfaction of students, who give contribution or the biggest effect with the value of each Loading Factor (λ) is Personality suitability of 0.812, Occupancy of 0.792, Reward of 0.741, Evaluation of 0.619, and Peer support of 0.612; whereas, Social capital teachers who contributed the largest is the bonds of 0.748, Tacit Knowledge of 0.705, Relational of 0.695, Structural of 0.616.

Previous researcher, who found Social Capital to effect student performance through job satisfaction. According to a research, conducted by Asif *et al.* (2016) with his research entitled "Relationship between Teachers' Job Satisfaction and Students' Academic Performance" one of his research finds that the correlation between Teaching experience and achievement value revealed in Test 1 has a weak but positive and significant correlation score (0.156) with teaching experience. In contrast, Test 2 has a significant association (-.037) with teaching experience ($n = 322$, $p < 0.01$). Grade 9 students showed better results with experienced teachers. However, the 10th graders establish a rapport relationship with the teacher and show no correlation with the teacher's experience to improve student satisfaction and performance. Chamanifard *et al.* (2015) with his research entitled "The Effects of Social Capital on Organizational Performance: The Mediating Role of Employee's Job Satisfaction" found that social capital has a positive and significant impact on employee performance. Satisfaction and organizational performance, employee job satisfaction also has a positive and significant impact on organizational performance. Other research findings indicate that social capital beyond its direct effect has an indirect effect on organizational performance through employee job satisfaction; the indirect effect is much higher than the direct impact.

The results of this study are in line with research conducted by Asif *et al.* (2016) and Chamanifard *et al.* (2015) that social capital in addition to having direct effect on performance also has an indirect impact through job satisfaction on performance. The indirect impact is much higher than the direct impact. Thus it can be concluded that the role of job satisfaction students have a big war on the

influence of social capital on student performance. The indirect effect of social capital on student performance through job satisfaction is much better than the direct effect of social capital on student performance.

The Effect of Emotional Intelligence on Student Performance through Satisfaction at Private SMK Palu City

The direct effect of Emotional Intelligence on the performance of -0.565, indirect influence or through job satisfaction on student performance of -1.375. So the total influence of social capital through job satisfaction is the amount of influence of direct and indirect (total) equal to $(.565 + 1.375 = -0.81)$ or total effect of -0.81, this means that Emotional Intelligence affects negative on student performance through job satisfaction. Thus the research question that says, "Does Social Capital have a positive effect on the performance of students through Satisfaction in Private SMK Palu City?" Has been answered, then the ninth hypothesis that Emotional Intelligence positively affect the performance of students through Satisfaction in Private SMK Palu City has been rejected.

Based on the findings of this study, indirect influence through job satisfaction contributes or a role of -1.375 (negative) on the effect of Emotional Intelligence on student performance through job satisfaction. When it is compared with the direct influence of Emotional Intelligence on student performance only amounted to -0.565 or the result also negative, but greater direct influence than indirect influence through student work satisfaction. These findings suggest that if the teacher's Emotional Intelligence increases through student job satisfaction then leads to a decline in student performance.

Based on the empirical facts in 6 schools in the study showed 5 schools (SMK Nuris, PGRI, Pancasila Mandalasila and Swadaya) which showed the average respondents answer as many as 106 people answered Agreed indicating that the teacher's emotional intelligence to the 5 schools is good. While the average respondents in SMK Alkhairaat as many as 108 people answered hesitantly. In the variable of job satisfaction, the average respondent answers all the schools answered agree. While on the variable Performance average student answers respondents showed 5 schools (SMK Nuris, PGRI, Pancasila Mandalasila and Swadaya) as many as 106 people answered Agreed. While the average respondents in SMK Alkhairaat as many as 108 people answered hesitantly.

This study contradicts the research of Ivan Vratskikh (2016). The effect of Emotional Intelligence on Job Performance via the Mediating Role of Job Satisfaction finds a mediating role of job satisfaction in the relationship between Emotional Intelligence and employee performance. Where Emotional Intelligence affects employee performance either directly or indirectly directly

through increased job satisfaction suggests that people with high Emotional Intelligence perform better than those with lower Emotional Intelligence. Emotional Intelligence affects employee performance and people with higher Emotional Intelligence are generally more satisfied with their work. Research conducted by Holis *et al.* (2017) with the title Influence of Level of Emotional Intelligence And Individual Characteristics Of Performance Through Job Satisfaction Teacher Sma Negeri 1 Rogojampi. Results peneliannya found that emotional intelligence significant effect on performance through job satisfaction teacher SMA Negeri 1 Rogojampi. The results of this study seen there is a direct influence of intelligence factors on teacher performance SMA Negeri 1 Rogojampi and indirect influence through teacher job satisfaction. It shows the perception of intelligence will cause satisfaction so that the teacher will do the job optimally. If the results of optimal work then can improve employee performance. The results of his study showed that emotional intelligence significantly affects the performance through job satisfaction teacher SMA Negeri 1 Rogojampi. Effect of Emotional Intelligence, Job Satisfaction, and Organizational Commitment to Employee Performance on Employee Cooperative PT. Telkom Siporennu Makassar. Found there is influence of emotional intelligence, job satisfaction, and organizational commitment to employee performance Kopkar PT. Telkom Siporennu Makassar. This means that if emotional intelligence, job satisfaction, and organizational commitment are improved together it will improve employee performance.

This study found the effect of indirect effect through job satisfaction (negatif) on student performance, if compared with direct in effect of Emotional Intelligence to student performance bigger direct in effect than indirect influence through student work satisfaction. These findings suggest that if the teacher's Emotional Intelligence increases through student job satisfaction then leads to a decline in student performance. This is because the teacher has not maximized attention to the suitability keperibadian in the learning process, so that students feel satisfied that shown by the answer of the average respondent who answered very then the students have not feel satisfied with the work given by teachers and support of Friends has not been felt by students.

The Effect of Service Quality on Student Performance through Satisfaction at Private SMK Palu City

The direct effect of Quality of Service to the performance of -0.927, indirect influence or through job satisfaction on student performance of 1.751. So the total influence of Quality of Service through job satisfaction is the amount of influence of direct and indirect (total) equal to (-0.927+1.751 = 0.824) or total effect of 0.824, this means Quality of Service positively affect the performance of students through job satisfaction.

Previous research conducted by Pantouvakis (2011), writes about internal service quality and job satisfaction synergy for performance improvement: some evidence from a B2B environment findings show that there is a strong positive relationship between job satisfaction and two dimensions of internal service quality (interactive and Physical) together with some 'quantitative' elements (m² ground, m² building and number of fuel pumps). The obvious ability of the use of a combination of resources (interactive and physical) (R₂ = 0.513) exceeds the other combinations. Therefore, this study shows that the best internal customer work satisfaction is effect by a combination of dimensions (interactive and physical) of the quality of internal services.

The results of this study support the research Pantouvakis (2011), this study shows a strong relationship of service quality to student performance through student work satisfaction. Increasing the quality of services performed by teachers will increase student satisfaction and the implication to improve student performance in private SMK in Palu City

Conclusion

- 1) Social Capital positively and significantly effect the Job Satisfaction of Private Vocational School students in Palu City.
- 2) Social Capital has negative and significant effect on the performance of Private Vocational School students in Palu City.
- 3) Emotional Intelligence affect negatif and signifikan to job satisfaction at Private Vocational student in Palu City.
- 4) Emotional Intelligence positively and insignificant effect on the performance of Private SMK students in Palu City.
- 5) Service Quality has a positive and significant effect on Job Satisfaction of Private SMK students in Palu City
- 6) Service Quality has negative and not significant effect on the performance of Private SMK students in Palu City
- 7) Job satisfaction has a positive and significant impact on the performance of Private SMK students in Palu City
- 8) Social capital positive affect the Student Performance through Job Satisfaction of Private SMK students in Palu City.
- 9) Emotional Intelligence negative effects on Student Performance through Job Satisfaction of Private SMK students in Palu City
- 10) Service Quality has positive affects on Student Performance through Job Satisfaction of Private SMK students in Palu City

Recommendations

- 1) To Private Vocational School teachers in Palu City, Treating students as friends in certain situations.

- 2) To Private Vocational School teachers in Palu City, can be a more fun teacher for students.
- 3) To Private Vocational School teachers in Palu City, reward students based on their performance.
- 4) To all Private Vocational Schools in Palu City, provide practical tools in schools, especially on the subjects of Office Administration
- 5) To the next researcher, it is suggested to conduct in-depth research to find various factors causing negative relationship about Social Capital influence to performance, Emotional Intelligence to Job Satisfaction, and Quality of Service to Student Performance.

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