



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

The Role of Motivation in Building Intellectual and Emotional Intelligence to Create Work Discipline on Employee Performance

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DOI: <https://doi.org/10.55248/gengpi.2023.4142>

ABSTRACT

Introduction/Aim: Performance is a result or success carried out by an employee in carrying out his job duties, in the activities of his work, an employee can be seen in terms of quality and quantity in carrying out his duties. A person can be said to be able to do his job if he has the ability that comes from within the individual. It is driven by intelligence within him.

Method: This type of method is carried out using quantitative as the analysis carried out and using an analysis tool, namely Smart PLS Version 3.0 and the sample used is 50 samples, namely employees of the production operator at an electronics company in Bekasi Regency, Indonesia.

Result: There are several hypotheses that have no effect such as intellectual intelligence on discipline, discipline cannot mediate intellectual intelligence on performance, motivation cannot moderate intellectual intelligence on discipline and motivation also cannot moderate discipline on performance, but other hypotheses have a significant influence.

Conclusion: of the 14 hypotheses carried out by the researcher there were 4 which had no effect while the remaining 10 hypotheses had a significant influence.

Keywords: Intellectual Intelligence, Emotional Intelligence, Discipline, Motivation, Performance.

Introduction

Performance is a result or success carried out by an employee in carrying out his work duties, in his work activities an employee can be seen in terms of quality and quantity in carrying out his duties. In performance there is a work assessment that must be carried out by the company based on how well and efficiently an employee is in carrying out their duties, there are several factors that support employee performance which sometimes are not always in the best performance for the company.

Many factors cause different employee performance. These factors are classified into two types. The first factor is internal factors that come from within the individual and external factors that come from outside the individual. A person can be said to be able to do his job if he has the ability that comes from within the individual. It was driven by intelligence within him. Intelligence in a person can be in the form of intellectual intelligence and emotional intelligence. Intellectual intelligence comes from the formal education that individuals receive, while emotional intelligence comes from the psychological side of the individual.

Not only intelligence that must be owned by an employee that comes from internal factors, external factors also greatly affect performance which can increase such as the level of discipline of an employee by looking at the timeliness of entering and leaving work hours, compliance with established regulations. within the company, able to consciously and able to control himself against the rules or values that have been agreed upon by an employee against the rules that exist in the company.

In addition, at the level of discipline there are also factors that affect performance, namely the work motivation of an employee. Employees will improve their performance if employees have a motivational drive that is obtained from within and from outside themselves to improve their performance by having goals or directions to achieve common goals between employees and the company, seen from several indicators, namely: perseverance, soul movement to move forward which is influenced from outside oneself, and the desire to work in groups for the common good.

Researchers conducted research at an electronics company located in the Cikarang area, Bekasi Regency, Indonesia. This electronics company has 500 employees where employee intelligence, namely intellectual intelligence and emotional intelligence as well as discipline and motivation, has very fluctuating values between one employee and another, because researchers conduct research using a variable approach that has been determined on an

object. , which is an electronics company in the Cikarang district of Bekasi Indonesia and limits only 50 employees to conduct research or 10% of the total population, so this sample is taken from employees in the production operator section.

This research has a novelty that is different from research in general by using a moderation approach to each variable, the function of new findings in a study is said to be good because it has elements of new findings so that it has a good contribution to science. and to live.

Formulation Of The Problem

1. Does Intellectual Intelligence affect Performance.?
2. Does Emotional Intelligence affect Performance.?
3. Does Intellectual Intelligence affect Discipline.?
4. Does Emotional Intelligence affect Discipline.?
5. Does Discipline Affect Performance.?
6. Does Motivation affect Discipline.?
7. Does motivation affect performance.?
8. Does Discipline Mediate Between Intellectual Intelligence and Performance.?
9. Does Discipline Mediate Between Emotional Intelligence and Performance.?
10. Does Motivation have a moderating effect on Intellectual Intelligence on Performance.?
11. Does Motivation have a moderating effect on Emotional Intelligence on Performance.?
12. Does Motivation affect Intellectual Intelligence on Discipline.?
13. Does Motivation have a moderating effect on Emotional Intelligence on Discipline.?
14. Does Motivation have a moderating influence on Discipline on Performance?

Literature Review

Intellectual Intelligence

In the journal¹ Intelligence Quotient IQ is our innate ability to learn and does not change from time to time. Intelligence Quotient (IQ) is a phenomenon that involves an assessment of one's ability to observe, analyze, and interpret situations. Another opinion is in the journal² Individual Intelligence (IQ) is a phenomenon that involves assessing an individual's ability to observe, analyze, and interpret situations. The broad prognostic value of IQ is that intellectual abilities are highly applicable in many areas of everyday life. IQ represents a fairly constant overall ability to acquire, manage and use knowledge in almost all categories. For this reason, a high IQ is considered very useful. It does not only refer to the breadth of knowledge one has or has acquired. In fact, it reveals the ability to generate conceptual reasoning, reasoning, and problem solving from proper training. High intelligence is useful in almost all areas of life. Because almost everyone needs some kind of learning and problem solving, especially when there are too many technological and social changes. Smart people tend to have an advantage over those with low IQs, in that they learn and plan better. However, research shows that individual intelligence differs from social skills. In most cases, people with higher IQs have lower social skills. While the opinion³ Motor intelligence is defined as a set of abilities that describe the individual's ability to understand behavior, moods, and impulses and deal with them in the best way possible in certain circumstances. Emotional intelligence is the ability to relate to people and understand their emotions.

Based on some of the opinions above, Intellectual Intelligence is an individual's motor intelligence to understand behavior by involving an assessment of an individual's ability to observe and analyze to solve a problem as conceptual reasoning in the field of everyday life.

Emotional Intelligence

In the journal⁴ Emotional Intelligence is a new term denoted by the acronym EQ (Emotional Intelligence Quotient). Emotional Intelligence is the power of wisdom and reasoning, and these ideas are propagated in Daniel Goleman's book. Emotional intelligence is the ability to (a) understand your emotions, (b) listen to and feel what others are saying, and (c) express your emotions in a productive way. Meanwhile, according to⁵ Emotional intelligence is efficient, communicative, and very important for emotional development. Controlling emotions, adapting to situations, trying to understand others, and interacting actively are skills that bring contentment and fulfillment on a personal and social level at the 17th level. The same opinion was also found in journals⁶ defining emotional intelligence as a set of skills, looking at behavior, motivation, beliefs, and emotional skills, focusing on visual or literary factors such as processing in developing emotions.

Based on some of the opinions above, it can be concluded that emotional intelligence is intelligence that can control itself as the ability to understand an emotion that exists from within and is able to listen to what other people are saying that focuses on visuals or literature. develop emotions to bring satisfaction on a personal level.

Discipline

Discipline is an attitude, behavior or behavior that obeys written and unwritten regulations, meaning that an employee can obey the rules and norms that exist in the company.

according to⁷ Discipline can be defined as actions or actions on the part of the organization (usually managers) aimed at preventing all employees from behavior that threatens to disrupt organizational functions. Consistent Discipline Organization Benefits Three Approaches: First, it contributes to workforce stability. Second, turnover is minimized. And third, boosting productivity. Disciplinary provisions are a necessary basis for establishing impartiality guidelines, but discipline is enforced consistently and procedurally in a fair manner. An agreed procedure is necessary to ensure. According to⁸ defines discipline as a positive approach to creating organizational attitudes and culture in which employees comply with a set of organizational rules and regulations. Then reinforced by⁹, Work Discipline is the acknowledgment and willingness of employees to comply with written and written regulations from the organization and not avoid sanctions in the event of a violation of the obligations and authority given, which can be measured through indicators: (1) compliance with organizational regulations, (2) fair organization to all employees, (3) supervision is carried out at any time, (4) sanctions and (5) have job responsibilities.

Based on some of the opinions above that discipline is a person's actions as a positive approach to creating attitudes and culture that exist within the organization to comply with all written and unwritten rules, and if regulated at the disciplinary level will encourage the productivity of that person's performance.

Motivation

According to¹⁰ Motivation is a complex aspect of psychology and human behavior that influences how people spend their time, how much energy they spend on a task, how they think and feel about a task, and how long they do it . endure. completing the task. According to¹¹ motivation as a theoretical construct is used to explain a process that initiates, guides, and maintains goal-oriented treatment by directing and energizing behavior to achieve certain goal outcomes. Whereas in the journal¹² motivation is the desire to do something that is conditioned by an activity or ability to fulfill a need.

Based on some of the quotes above, motivation can be concluded as follows: motivation is part of the psychology of human behavior to explain a process that starts within a person to provide energy for his behavior in order to achieve the intended goal.

Performance

Performance is the result of work that is in line with the goals of the organization's strategy, customer satisfaction and participation in the economy, as well as the progress of activities carried out by the company or organization.

According to the opinion in the journal¹³, employee performance is one of the key factors that makes a significant contribution to the success of an organization. Learning organizations play an important role in improving employee performance by providing training and development for their employees. In the journal¹⁴ Employee performance is the result achieved by an employee in carrying out his duties in accordance with the responsibilities given to him by the company. Factors supporting the creation of good employee performance require organizational commitment. Meanwhile, in the journal¹⁵, Employee performance is the work achieved by an employee both in quantity and quality in an organization.

Some of the opinions above can be concluded, Performance is the result of work carried out by an employee with the same goal in a company whose duties are in accordance with the responsibilities given by the company which have made a significant contribution to the success of the company.

Research Methodology

This type of research method uses a quantitative descriptive method. The object of this research is an electronics company located in the Cikarang area, Bekasi Regency, Indonesia. The sample used is purposive sampling or more specifically using Judgment sampling, which is a sampling technique that is carried out based on characteristics that are adjusted to the objectives or research problems of the target population. The analytical tool used in this study was SEM PLS (Partial Least Square) Version 3.0 with a total of 50 respondents who were studied and shown to employees of an electronics company in Cikarang, Bekasi Regency, Indonesia.

The framework of thought in this study is as follows :

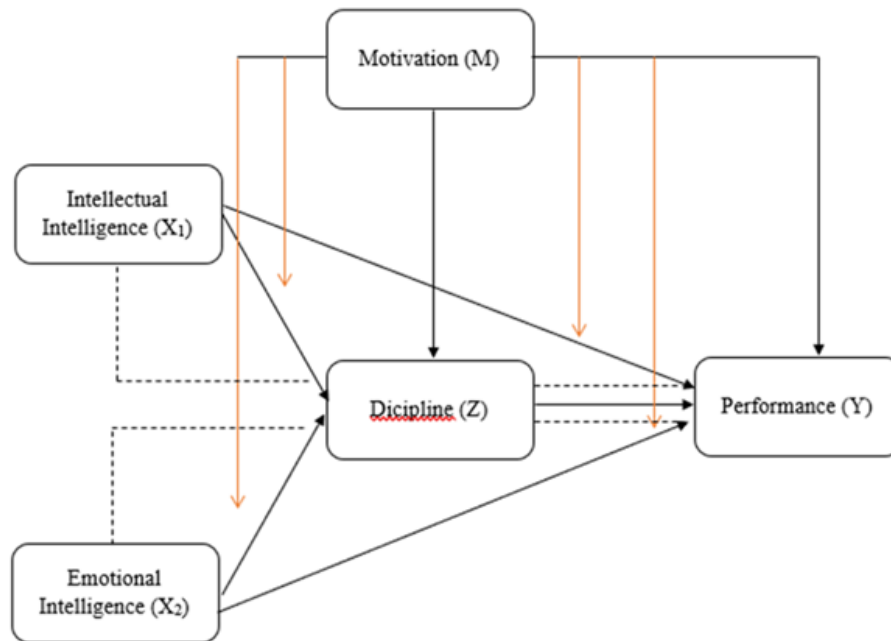


Figure 1. Research Framework

Information :

- : Direct Influence
- - - : Mediation Effects
- : Moderating Influence

Results

Model Measurement Results (Outer Model)

The external model is an assessment of the reliability and validity of the research variables. There are three criteria for evaluating external models: convergent validity, discriminant validity, and multiple reliability. Here is a picture of the outer model :

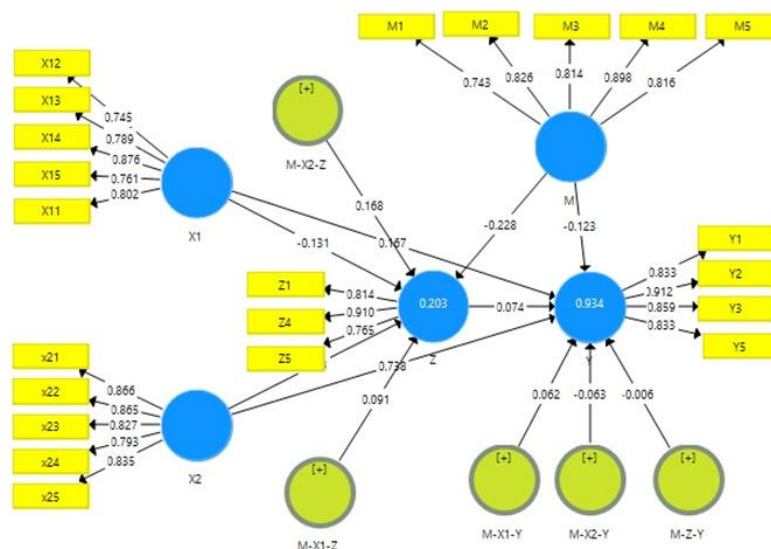


Figure 2 Outer Model

Convergent Validity Results

The convergent validity of the measurement model can result from the correlation between the results of the object/instrument and the structure point (load coefficient) with the criterion value of the load factor for each instrument > 0.7 .

Table 1 Outer Loading Analysis Results (Convergent Validity)

Variable	Original Sample (O)	P Values	Information
X1.1 → Intellectual Intelligence	0,802	0,000	“Valid”
X1.2 → Intellectual Intelligence	0,745	0,000	“Valid”
X1.3 → Intellectual Intelligence	0,789	0,000	“Valid”
X1.4 → Intellectual Intelligence	0,876	0,000	“Valid”
X1.5 → Intellectual Intelligence	0,761	0,000	“Valid”
X2.1 → Emotional Intelligence	0,866	0,000	“Valid”
X2.2 → Emotional Intelligence	0,865	0,000	“Valid”
X2.3 → Emotional Intelligence	0,827	0,000	“Valid”
X2.4 → Emotional Intelligence	0,793	0,000	“Valid”
X2.5 → Emotional Intelligence	0,835	0,000	“Valid”
Z1.1 → Discipline	0,814	0,000	“Valid”
Z1.2 → Discipline	0,910	0,000	“Valid”
Z1.3 → Discipline	0,765	0,000	“Valid”
M1.1 → Motivation	0,743	0,000	“Valid”
M1.2 → Motivation	0,826	0,000	“Valid”
M1.3 → Motivation	0,814	0,000	“Valid”
M1.4 → Motivation	0,898	0,000	“Valid”
M1.5 → Motivation	0,816	0,000	“Valid”
Y1.1 → Performance	0,833	0,000	“Valid”
Y1.2 → Performance	0,912	0,000	“Valid”
Y1.3 → Performance	0,859	0,000	“Valid”
Y1.4 → Performance	0,833	0,000	“Valid”

The convergent validity of the measurement model can be obtained from the correlation between the item/instrument score and the construct score (loading factor) with the loading factor criterion score for each instrument (> 0.7). Due to communication variable data processing, all instruments are valid (> 0.7). Variable Intellectual Intelligence, Emotional Intelligence, Discipline, Performance is a valid instrument entirely.

Table 2 Results of Outer Loading Analysis (Convergent Validity) Through Moderation

Variable	Original Sample (O)	P Values	Information
Motivation → Intellectual Intelligence → Performance	0,941	0,000	“Valid”
Motivation → Intellectual Intelligence → Discipline	0,941	0,000	“Valid”
Motivation → Emotional Intelligence → Performance	0,858	0,000	“Valid”
Motivation → Emotional Intelligence → Discipline	0,858	0,000	“Valid”
Motivation → Discipline → Performance	0,807	0,000	“Valid”

Based on the results obtained from convergent validity through moderation it can be seen that all moderated variables are said to be valid because the results of the original sample are above the standard value, namely > 0.7

Convergent Validity Results

Convergent validity is also known as indicator validity. This test uses the AVE (Average Variance Extracted) criteria. The criteria are as follows: A construct is declared reliable if the AVE value (the result of algorithm processing) for each construct is greater than 0.5.

Table 3 Results of Latent Variable AVE Analysis

Variable	Original Sample (O)	P Values	Information
Intellectual Intelligence (X1)	0,634	0,000	Valid
Emotional Intelligence (X2)	0,702	0,000	Valid
Discipline (Z1)	0,692	0,000	Valid
Motivation (M1)	0,674	0,000	Valid
Performance (Y1)	0,739	0,000	Valid
Results of AVE Analysis of Latent Variables Through Moderation			
Motivation → Intellectual Intelligence → Performance	1,000	0,000	Valid
Motivation → Intellectual Intelligence → Discipline	1,000	0,000	Valid
Motivation → Emotional Intelligence → Performance	1,000	0,000	Valid
Motivation → Emotional Intelligence → Discipline	1,000	0,000	Valid
Motivation → Discipline → Performance	1,000	0,000	Valid

Shows that all AVE values, all latent or construct variables as well as moderating variables in the study fulfill the convergent variable requirements with a standard value of > 0.5 .

Cronbach's Alpha Results

The next test is the construct reliability test, which is measured by the combined reliability (CR) of the indicator block which measures the CR construct used which shows good reliability. The construct is considered reliable if the combined reliability score is > 0.6 . The composite reliability coefficient must be greater than 0.7, although a value of 0.6 is still acceptable.

Table 4 Cronbach's Alpha Analysis Results

Variable	Original Sample (O)	P Values	Information
Intellectual Intelligence (X1)	0,858	0,000	Reliabel
Emotional Intelligence (X2)	0,893	0,000	Reliabel
Discipline (Z1)	0,777	0,000	Reliabel
Motivation (M1)	0,880	0,000	Reliabel
Performance (Y1)	0,882	0,000	Reliabel
Results of Cronbach's Alpha Analysis Through Moderation			
Motivation → Intellectual Intelligence → Performance	1,000	0,000	Reliabel
Motivation → Intellectual Intelligence → Discipline	1,000	0,000	Reliabel
Motivation → Emotional Intelligence → Performance	1,000	0,000	Reliabel
Motivation → Emotional Intelligence → Discipline	1,000	0,000	Reliabel
Motivation → Discipline → Performance	1,000	0,000	Reliabel

That the results of the composite reliability test and through moderation show a value of > 0.7 which means that all variables are declared reliable/

Results of Structural Model Analysis (Inner Model)

After the model has been evaluated and each construct meets the criteria of convergent validity, discriminant validity, and composite reliability, the next step is the evaluation of the structural model which includes testing the model fit, path coefficient, and R^2 . Model fit tests are used to determine whether the model fits the data.

Direct Influence (Path Coefficients)

To find out the structure of the relationship between latent variables, hypothesis testing must be carried out using the path coefficient between variables by comparing the p-value with alpha (0.05), and the p-value must be below the value of 0.05.

Table 5 Results of the Direct Influence Analysis (Path Coefficient)

Variable	Original Sample	T Statistics	P Values	Information
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Intellectual Intelligence → Performance (H ₁)	0,167	5,353	0,000	Influential
Emotional Intelligence → Performance (H ₂)	0,738	21,687	0,000	Influential
Intellectual Intelligence → Discipline (H ₃)	-0,131	0,968	0,334	No Effect
Emotional Intelligence → Discipline (H ₄)	0,403	3,293	0,001	Influential
Discipline → Performance (H ₅)	0,074	5,321	0,000	Influential
Motivation → Discipline (H ₆)	-0,228	3,491	0,001	Influential
Motivation → Performance (H ₇)	-0,017	2,462	0,014	Influential
Results of Direct Influence Analysis Through Moderation				
Motivation → Intellectual Intelligence → Performance (H ₁₀)	0,062	3,256	0,001	Influential
Motivation → Emotional Intelligence → Performance (H ₁₁)	-0,063	2,919	0,004	Influential
Motivation → Intellectual Intelligence → Discipline (H ₁₂)	0,091	1,392	0,165	No Effect
Motivation → Emotional Intelligence → Discipline (H ₁₃)	0,168	2,529	0,012	Influential
Motivation → Discipline → Performance (H ₁₄)	-0,006	0,188	0,851	No Effect

From the results of Table 5 from hypotheses 1 to 14 direct influence and direct influence in moderation, there are three hypotheses that have no effect, namely hypothesis 3, hypothesis 12, and hypothesis 14, the rest of the other hypotheses have a significant effect.

Outcome of Indirect Influence

The same as the direct effect of the hypothesis Test Design Indirect effect, can be obtained with the criteria, from a p-value of 0.05 and if the p-value is greater than 0.05 then the hypothesis is stated to have no effect and vice versa if the resulting hypothesis value is below 0.05 then the hypothesis is declared influential.

Table 6 Results of Indirect Influence Analysis

Variable	Original Sample	T Statistic	P Values	Information
Intellectual Intelligence → Discipline → Performance (H ₈)	-0,010	0,933	0,351	Not Mediate
Emotional Intelligence → Discipline → Performance (H ₉)	0,030	3,124	0,002	Mediasi

From table 6 it can be seen that the results of hypothesis 8 have no mediation otherwise in hypothesis 9 the results obtained have a positive and mediated influence.

R Square results

The internal model (internal relations, structural model and content theory) describes the relationship between latent variables based on material theory. The structural model is estimated by the R-squared of the dependent construct. The R² value can be used to assess the effect of certain endogenous variables and whether exogenous variables have a significant effect. The internal latent constructs of the R-squared and R-squared terms are R-squared 0.75. 0.50; 0.25 means the model is strong. At the moment; weak.

Table 7 Results of Adjusted R-Square Analysis

Variable	R-Square Adjusted	R-Square	Information
Discipline (Z1)	0,187	0,203	Weak
Performance (Y1)	0,932	0,934	Kuat

Discipline variable R-squared is 0.203. The value obtained explains that the remaining 20.3% of 79.7% is influenced by other variables that are outside the scope of this research model. also the R-squared value for the performance variable is 0.934. This value explains that performance can be explained by a variable of 93.4% of this study. The remaining 6.6% is influenced by other variables that are outside the scope of this research model.

Discussion

The Effect of Intellectual Intelligence on Performance (H₁)

Intellectual intelligence of employees at an electronics company in the Cikarang region, Bekasi Regency, Indonesia, has a significant effect, meaning that employees are able to manage intellectual intelligence in carrying out their work. Intellectual intelligence is a genetic fact (congenital) that tends to be permanent. the ability to think with the work given is appropriate and in accordance with the job criteria provided by the company.

The Effect of Emotional Intelligence on Performance (H₂)

Emotional intelligence is an individual skill in managing and controlling his emotions, which increases the quality personal, such as increased self-motivation, stress management, Ability to adapt, solve different problems and the ability to maintain relationships with other people, Recognize the feelings of others and act wisely in relationships with people. The level of emotional intelligence of electronic company employees can be assessed from motivation, self-control, and compliance with the rules set by the company. Through these limitations, employees affect the level of emotional intelligence on their performance.

The Influence of Intellectual Intelligence on Discipline (H₃)

Intellectual intelligence has no effect on work discipline, meaning that in this case the employees of the electronics company in Cikarang, Bekasi Regency, Indonesia are not cornered at the discipline level, so that employee discipline must belong to all the feelings of other people who do it. not only looking at intellectual intelligence, therefore intellectual intelligence does not affect discipline.

The Effect of Emotional Intelligence on Discipline (H₄)

inversely proportional to intellectual intelligence, emotional intelligence has a significant effect on discipline, discipline is formed from inner motivation that makes employees able to control themselves what to do every time they do work seen on the subject of every employee being able to look attractive in terms of appearance. neatness of clothes, using name tags and wearing safety devices at work, that's where the level of discipline comes from the emotional intelligence of the employees themselves.

The Effect of Discipline on Performance (H₅)

Discipline is an important factor in doing work. With good employee work discipline such as being on time, doing work according to the rules set by the company, complying with company rules, it can improve employee performance so that company goals are achieved. Judging from the subject matter studied, the accuracy of production and targets that must be achieved every day must be carried out by employees of the electronics company operator in Cikarang, so that discipline affects their performance.

The Effect of Motivation on Discipline (H₆)

The results obtained are that discipline affects discipline, meaning that the greater the motivation of employees at work, the level of discipline will also increase, and vice versa the lower the level of employee motivation, the lower the discipline of employees in this case the employees of electronic company operators have a good level of motivation as seen from able to adapt to a work environment that can change dynamically according to the environment itself, meaning that operator employees are able to adapt to new things in the company. such as new products that will be produced with different operational standards so as to foster high motivation and influence at the level of the discipline itself.

The Effect of Motivation on Performance (H₇)

This motivation encourages them to actively carry out various tasks according to their responsibilities. Motivated employees will have job satisfaction and motivation, as well as a strong will to succeed. motivation to create performance also increases because of the performance achievements achieved by these employees, for example in this case every target given by an employee, there is an additional reward that will be given by the company so that it will grow the level of job satisfaction. motivation whose goal is to improve employee performance to achieve predetermined goals or objectives.

The Influence of Discipline Mediates Between Intellectual Intelligence on Performance (H₈)

The results obtained between discipline do not mediate between intellectual intelligence and performance seen from existing objects, not all of these employees are highly educated, meaning that the education that these employees go through is normal education in the country of Indonesia and why this does not mediate, that is because discipline does not affect intelligence intellectual intelligence so that even though they do not have intellectual intelligence, every employee must have a level of discipline without being influenced by intellectual intelligence and its function is to improve

performance, because in work carried out without intellectual intelligence, the work discipline that must be owned by employees already means there is another mediation where later work discipline mediates employee performance.

The Influence of Discipline Mediates Between Emotional Intelligence on Performance (H₉)

These results obtained that work discipline mediates between emotional intelligence on performance, emotional intelligence possessed by an employee where a person's ability to recognize one's own emotions, manage emotions, motivate oneself, recognize other people's emotions (empathy), and the ability to relate to others (cooperation). through emotional intelligence can motivate yourself to control yourself in order to have work discipline and affect the performance that is done.

The Effect of Motivation to Moderates Intellectual Intelligence on Performance (H₁₀)

The result obtained is that motivation has a significant moderating effect between intellectual intelligence on performance. This result is in line with the object studied where the intelligence possessed by a production operator employee will have an influence on his performance, if the level of motivation is high then with automaticity intellectual intelligence will affect his performance because they will be more efficient at making mistakes therefore this result has a significant effect.

The Influence of Motivation to Moderate Emotional Intelligence on Performance (H₁₁)

Another thing is motivation to moderate between emotional intelligence on performance, meaning that emotional intelligence affects employees by working in accordance with existing operational standards in the company which results in the level of motivation rising by itself performance will also increase productivity, this is seen from how big the targets and responsibilities are carried out by employees in achieving company goals.

The Effect of Motivation to Moderates Intellectual Intelligence on Discipline (H₁₂)

The intellectual intelligence of an employee is considered not yet able to create discipline at work. This is possible because of a person's educational background, so they are less able to develop discipline at work. In addition, this condition can occur if the indicators in fostering work discipline are too strict so that employees who have low intellectual intelligence cannot accept it. Moderation role also does not strengthen work discipline for an employee's performance. This can happen because employees who are basically lacking in discipline will definitely have incompetent to bad performance. Motivation is considered as a stimulus for someone who is disciplined to obtain good performance results. however, due to an imbalance between the wages given and the results provided by the employee, he becomes a disciplined person but is less motivated to produce his best performance.

The Influence of Motivation to Moderate Emotional Intelligence on Discipline (H₁₃)

Motivation is proven to be able to strengthen emotional intelligence in shaping employee discipline. this can happen because of motivational factors that strengthen one's emotional intelligence in building work discipline, through motivation emotional intelligence will increase from within each employee, especially in the production operator section in this electronics company which has an impact on improving performance, no reason to miss work.

The Influence of Motivation to Moderate Discipline on Performance (H₁₄)

motivation does not have a moderating effect between discipline on performance, in contrast to the direct influence between discipline on performance and motivation on performance has an influence, in this hypothesis it is inversely proportional to the previous where motivation can moderate between discipline on performance because motivation and discipline are a unit that must be possessed by an employee in order to be able to have an influence on his performance.

Conclusion

Based on the results of data processing, the following conclusions are obtained :

1. Intellectual intelligence has a significant effect on performance in electronics companies in the Cikarang area, Bekasi Regency, Indonesia, meaning that the higher the level of intellectual intelligence, it also affects the performance of employees.
2. Emotional Intelligence Has a Significant Influence on Performance, intelligence has a fairly important role in terms of employee performance because through intelligence, employees must be able to control themselves so that the resulting performance will be maximized because there is a good mood from employees and work happily without any burden or pressure.
3. Intellectual intelligence has no effect on discipline, from this result discipline must still be owned by employees of this electronics company without intellectual intelligence, therefore these two variables have no influence.

4. Emotional intelligence has a significant effect on employee discipline, through emotional intelligence employees can be able to control themselves so that good influence will always be there in terms of the work done and the responsibilities they carry when they work.
5. Discipline has an effect on performance because the initial performance can increase productivity seen from the level of discipline given by employees to their company.
6. Motivation has a significant effect on discipline, meaning that motivation and discipline are elements that together in improving each other discipline will have an effect when the work motivation that exists within the employee is present for a common goal either individually or in groups
7. Motivation has a significant effect on performance, motivation is another most important thing after discipline to improve employee performance motivation can be obtained from external employees themselves through words or actions in the form of more incentive prizes from the company to employees.
8. Discipline does not mediate between intellectual intelligence and performance, because discipline must be owned by every employee regardless of intellectual intelligence, therefore the research conducted and produced does not have a mediating effect.
9. Discipline has a mediating influence between emotional intelligence on performance, different from intellectual intelligence, emotional intelligence can be mediated by discipline because through emotional intelligence with a sense of responsibility, being able to work by managing good time at work will automatically have a good level of discipline and make performance also increased.
10. Motivation influences in moderation between intellectual intelligence on performance, with motivation being able to influence intellectual intelligence so that it works efficiently at work and knows what employees have to do in the work that is being carried out.
11. Motivation influences in moderation between emotional intelligence on performance, meaning that motivation builds a mood for employees by being able to restrain themselves and being able to listen to other people in carrying out the work they are doing.
12. Motivation does not have a moderating influence on intellectual intelligence on performance, meaning that motivation with intellectual intelligence is inversely proportional to performance, motivation comes from within it does not mean through logic but is different from intellectual intelligence which interprets it as intelligence from within a person who is born to interpret through logic which there so that this hypothesis has no effect.
13. Inversely, motivation has a moderating effect on emotional intelligence towards work because emotional intelligence does not interpret using logic but interprets it through the feelings that exist within humans so that the work carried out by employees can be carried out without a heavy burden.
14. Motivation does not have a moderating influence between discipline on performance meaning that motivation is part of the discipline that an employee must have both in improving his performance therefore this hypothesis has no moderating effect.

Acknowledgements

The authors wish to thank everyone who has contributed to the success of this research work.

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