The Effect of Emotional Intelligence, Interpersonnal Communication and Job Satisfaction to Lecturer's Loyalty At Universitas Borobudur Jakarta

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Abstract: **The aim of this research was to understand the effect of emotional intelligence, interpersonnal communication and job satisfaction to lecturer loyalty's Universitas Borobudur Jakarta. It was quantitative research with a survey method. The data were collected through participant observation using questionnaire, observaton, literature study and research report and journal. The analysis data technique using path analysis. The data analysis and interpretation indicates that (1) the emotional intelligence have positive direct effect to lecturer loyalty's Universitas Borobudur Jakarta is 0,321; (2) the interpersonnal communication have positive direct effect to lecturer loyalty's Universitas Borobudur Jakarta is 0,171; and (3) the job satisfaction have positive direct effect to lecturer loyalty's Universitas Borobudur Jakarta is 0,371; (4) the emotional intelligence have positive direct effect to lecturer job satisfaction's Universitas Borobudur Jakarta is 0,156; (5) the interpersonnal communication have positive direct effect to lecturer job satisfaction's Universitas Borobudur Jakarta is 0,509; (6) the emotional intelligence have positive direct effect to lecturer interpersonnal communication Universitas Borobudur Jakarta is 0,513. The finding lead to recommendation to increasing interpersonnal communication by harmonise relationship between lecturer with the openness, positiviness, supportiveness, and equality. It is also recommended lecturer to have emotional intelligence for studying-teaching process with self consciousness, self management, motivation, emphaty, and social capability.**

Keywords : **Emotional intelligence, interpersonnal communication, job satisfaction, lecturer loyalty.**

I. INTRODUCTION

Lecturer loyalty can align the balance between productivity and the quality of the graduates at any university. However, a phenomenon that occurs is declining lecturers loyalty especially in providing better performance to the university. Problems declining loyalty of lecturers are declining job satisfaction, has not been effective emotional intelligence and interpersonal communication of lecturer. Satisfaction is an evaluation that describes someone on feeling happy or not happy attitude, satisfied or not satisfied at work. Each lecturer has a level of satisfaction varies according to the value system that applies to him. Increased job satisfaction can increase loyalty faculty lecturers. At this time the payroll system or rewards received lecturers are still not in accordance with the expectations and needs of lecturers increasing because of the low compensation in the form of salary or incentives, the lack of social security, the lack of an opportunity to get ahead, get awards for faculty and disharmony still socially between lecturers and lecturers with the boss. Emotional intelligence (emotional intelligence) is a person's ability to detect and manage the clues and emotional information. A lecturer who have high emotional intelligence will have greater insight about the kind of rational or emotional appeal that is most likely to be effective in a particular situation and may also increase the loyalty of lecturers. Problems with emotional intelligence lecturers are still conflicts among the lecturers were caused by a lack of strong encouragement for achievement and a sense of caring in providing services to students and the lack of ability to cope with any changes that

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occurred and the lack of confidence and seriousness in the attitude of the teaching become a problem lecturer in emotional intelligence. Good interpersonal communication lecturer can enhance mutual understanding, cooperation and loyalty also work. Therefore, open communication relationship between lecturers must be created within the organization. Interpersonal communication lecturer has yet to run effectively. This is due to misunderstandings and inaccurate information or messages received by lecturers due to the lack of feedback verbal and nonverbal communication process and the diversity of personal problems are very complex lecturers and the differing perceptions of the purpose of a university lecturer and a lack of openness among lecturers.

II.   RESEARCH PURPOSE

The purpose of the research can be stated as follows:

1. Knowing whether emotional intelligence directly influence the lecturer loyalty at the University Borobudur in Jakarta

2. Knowing whether interpersonal communication directly influence the lecturer loyalty at the University Borobudur in Jakarta

3. Knowing whether job satisfaction directly influence the lecturer loyalty at the University Borobudur in Jakarta

4. Knowing whether emotional intelligence directly influence job satisfaction university lecturer Borobudur in Jakarta

5. Knowing whether interpersonal communication directly influence job satisfaction university Borobudur lecturer in Jakarta

6. Knowing whether emotional intelligence directly influence interpersonal communication of lecturer at the University Borobudur in Jakarta

III.   PREVIOUS OR RELEVANT RESEARCH

Several studies relevant to this study are:

1. Research conducted by Lee, Kim and Jeon showed that emotional intelligence has positive influence on organizational loyalty. Namely, crew cabin with a high level of emotional intelligence indicates that maximum performance in improving services, and maintenance so that it becomes more loyal to the organization.

2. Research conducted by Benesbordi, et al conclude that there is a significant linear relationship between interpersonal communication with customers and employees along with customer loyalty with the results of multiple correlation coefficient is R = 0.659. Results of regression coefficient indicates that the communication between individual employees and customers (t = 4.54, p = 0.001) and interpersonal communication with clients (t = 3.57, p = 0.001) is selectable to predict customer loyalty.

3. Research conducted by Arifin and Mutamimah showed that satisfaction has a direct positive effect on lecturer loyaltys significantly. Satisfaction lecturer positive and significant impact on lecturer loyaltys, lecturers satisfaction means the better the better the level of loyalty

4. Research conducted by Ealias and George to the conclusion that there is a very high positive correlation between emotional intelligence and job satisfaction.

5. Research conducted by Nadeak proved that there is a direct positive influence on job satisfaction interpersonal communication PNS Office of Education, Youth and Sports Karawang. This means that civil servants who have high ability in interpersonal communication easier to get a job satisfaction when compared to civil servants who have low ability in interpersonal communication. Thus, job satisfaction PNS Office of Education, Youth and Sports in Karawang district can be improved by improving interpersonal communication skills.

6. Research conducted by Mulyani show bivariate analysis results that there is a significant correlation between emotional awareness, empathy and social relations on interpersonal communication. Multivariate analysis showed the influence of co-operation between emotional awareness (Exp B: 2.743), empathy (Exp B: 2.437) and social relations (Exp B: 3.934) against interpersonal communication

IV. RESEARCH METHODOLOGY

The method used is a survey method and also is a quantitative research technique of path analysis (Path Analysis). There are four (4) variables examined in this study are: (1) lecturer loyalty; (2) emotional intelligence (X1); interpersonal communication (X2), and job satisfaction (X3).

The population in this study are all university lecturers Borobudur Jakarta, amounting to 267 people consisting of faculty still amounted to 184 people and part-time lecturers numbered 83 people. While the sample in this study amounted to 160 people using proportionate stratified random sampling technique sampling.

Techniques of data collection is done by gathering primary data by distributing questionnaires that have been tested beforehand to assess the validity and reliability.

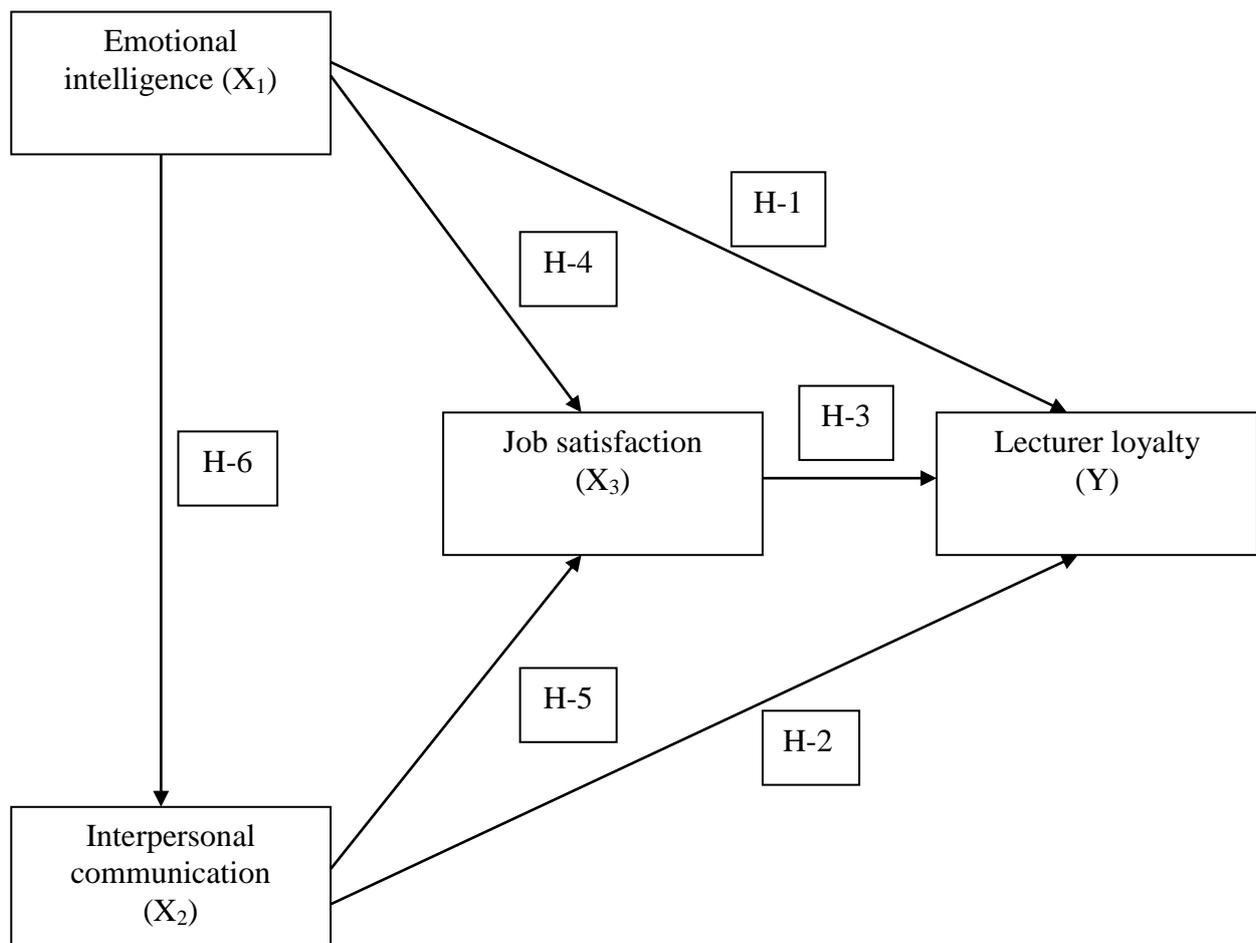The model of this research theoretical framework depicted in Figure 1 below :

Figure 1. Research Model

4. 1 Research Hypothesis:

Research hypothesis to be tested in this study as follows:

1. Emotional intelligence a direct positive effect on lecturer loyalty at the University of Borobudur.

2. Interpersonal communication positive direct effect on lecturer loyalty at the University of Borobudur.

3. Job satisfaction is a direct positive effect on lecturer loyalty at the University of Borobudur.

4. Emotional intelligence a direct positive effect on job satisfaction lecturer at the University of Borobudur.

5. Interpersonal communication positive direct effect on job satisfaction lecturer at the University of Borobudur.

6. Emotional intelligence a direct positive effect on interpersonal communication lecturer at the University of Borobudur.

V. RESULT AND DISCUSSION

5.1. Estimated Normality Test Errors:

a. Lecturer loyalty (Y) on Emotional Intelligence (X1):

Based on the results of the calculation of the estimated error distribution normality using Lilliefors test, obtained the highest value of L = 0.0456 and L_{table} value (n = 160; α = 0.01) = 0.0815. Thus, L (0.0456) <L_{table} (0.0815), then the data error Lecturer loyalty (Y) on Emotional Intelligence (X1) is derived from a population of normal distribution.

b. Lecturer loyalty (Y) on Interpersonal Communication (X2):

Based on the results of the calculation of the estimated error distribution normality using Lilliefors test, obtained the highest value of L or L = 0.0633 and L_{table} value (n = 160; α = 0.01) = 0.0815. Thus, L (0.0633) <L_{table} (0.0815), then the data error Lecturer loyalty (Y) on Interpersonal Communication (X2) is derived from a population of normal distribution.

c. Lecturer loyalty (Y) on Job Satisfaction (X3):

Based on the results of the calculation of the estimated error distribution normality using Lilliefors test, obtained the highest value of L = 0.0720 and L_{table} value (n = 160; α = 0.01) = 0.0815. Thus, L (0.0720) <L_{table} (0.0815), then the data error Lecturer loyalty (Y) on Job Satisfaction (X3) is derived from a population of normal distribution.

d. Job Satisfaction (X3) on Emotional Intelligence (X1):

Based on the results of the calculation of the estimated error distribution normality using Lilliefors test, obtained the highest value of L = 0.0456 and L_{table} value (n = 160; α = 0.01) = 0.0815. Thus, L (0.0456) <L_{table} (0.0815), then the data error Job Satisfaction (X3) on Emotional Intelligence (X1) is derived from a population of normal distribution.

e. Job Satisfaction (X3) on Interpersonal Communication (X2):

Based on the results of the calculation of the estimated error distribution normality using Lilliefors test, obtained the highest value of L = 0.0633 and L_{table} value (n = 160; α = 0.01) = 0.0815. Thus, L (0.0633) <L_{table} (0.0815), then the data error Job Satisfaction (X3) on Interpersonal Communication (X2) is derived from a population of normal distribution.

f. Interpersonal communication (X2) on Emotional Intelligence (X1):

Based on the results of the calculation of the estimated error distribution normality using Lilliefors test, obtained the highest value of L = 0.0456 and L_{table} value (n = 160; α = 0.01) = 0.0815. Thus, L (0.0456) <L_{table} (0.0815), then the data error Interpersonal Communication (X2) on Emotional Intelligence (X1) is derived from a population of normal distribution.

Summary of test calculation error distribution data normality test can estimate shown in Table 1 as follows:

Table 1. Summary of Estimated Normality Test Errors

No.	Error	n	L	L_{table}	Keterangan
1.	Y on X_1	160	0,0456	0,0815	Normal Distributed
2.	Y on X_2	160	0,0633	0,0815	Normal Distributed
3.	Y on X_3	160	0,0720	0,0815	Normal Distributed
4.	X_3 on X_1	160	0,0456	0,0815	Normal Distributed
5.	X_3 on X_2	160	0,0633	0,0815	Normal Distributed
6.	X_2 on X_1	160	0,0456	0,0815	Normal Distributed

5.2. Test Significance and linearity Regression:

a. Lecturer Loyalty (Y) on on Emotional Intelligence (X_1):

Loyalty regression equation Lecturer (Y) on Emotional Intelligence (X1) produced a model alleged Y = 39.984 + 0.400 X1. The results of calculations significance regression model showed the value F = 73.655 and F_{table} = 3.91 for α = 0.05 and 6.81 for α = 0.01. This means that F (73.655)> F_{table} 3.91 (α = 0.05) and 6.81 (α = 0.01). It can be concluded that the regression coefficient is very significant or very significant. While the results of linearity test against a simple linear regression equation showed F = 0.585 compared with F_{table} = 1.48 for α = 0.05 and 1.75 for α = 0.01. This means that F (0.585) <F_{table} 1.48 (α = 0.05) and 1.75 (α = 0.01). It can be concluded that the regression is linear.

Table 2. ANAVA For Test Significance and linearity Regression $Y = 38,984 + 0,400\ X_1$

Source of Variation	dk	JK	RJK	F	F_{table} (0,05)	F_{table} (0,01)
Total	160					
Regression (a)	1					
Regression (b/a)	1	3329,460	3329,460	73,655**	3,91	6,81
Residue	158	7142,140	45,203			
Tuna Cocok	40	1165,837	29,146	0,585^{ns}	1,48	1,75
Errors	120	5976,303	49,803			

Resources : Result Data Processing (2012)

Keterangan : ** Very Significant F 73,655 > F_{table} 6,81

^{ns} Non Significant F 0,585 < F_{table} 1,75

b. Lecturer Loyalty (Y) on Interpersonal Communication (X2):

Loyalty regression equation Lecturer (Y) on Communications Inrterpersonal (X2) produce models allegations Y = 36.719 + 0.582 X2. The results of calculations significance regression model showed the value F = 70.154 and F_{table} = 3.91 for α = 0.05 and 6.81 for ◻ = 0.01. This means that F (70.154)> F_{table} 3.91 (α = 0.05) and 6.81 (α = 0.01). It can be concluded that the regression coefficient is very significant or very significant. While the results of linearity test against a simple linear regression equation showed F = 0.573 compared with F_{table} = 1.55 for α = 0.05 and 1.85 for α = 0.01. This means that F (0.573) <F_{table} 1.55 (α = 0.05) and 1.85 (α = 0.01). It can be concluded that the regression is linear.

Table 3. ANAVA For Test Significance and linearity Regression $Y = 36,719 + 0,582\ X_2$

Source of Variation	dk	JK	RJK	F	F_{table} (0,05)	F_{table} (0,01)
Total	160					
Regression (a)	1					
Regression (b/a)	1	3219,864	3219,864	70,154**	3,91	6,81
Residue	158	7251,736	45,897			
Tuna Cocok	31	889,637	28,698	0,573^{ns}	1,55	1,85
Errors	127	6362,099	50,095			

Resources : Result Data Processing (2012)

Keterangan : ** Very Significant F 70,154 > F_{table} 6,81

^{ns} Non Significant F 0,573 < F_{table} 1,85

c. Lecturer loyalty (Y) on Job Satisfaction (X3):

Loyalty regression equation Lecturer (Y) on Job Satisfaction (X3) produce models allegations Y = 20.653 + 0.755 X3. The results of calculations significance regression model showed the value F = 91.625 and F_{table} = 3.91 for α = 0.05 and 6.81 for α = 0.01. This means that F (91.625)> F_{table} 3.91 (α = 0.05) and 6.81 (α = 0.01). It can be concluded that the regression coefficient is very significant or very significant. While the results of linearity test against a simple linear regression equation showed F = 0.185 compared with F_{table} = 1.55 for α = 0.05 and 1.85 for α = 0.01. This means that F (0.185) <Ftable 1.55 (α = 0.05) and 1.85 (α = 0.01). It can be concluded that the regression is linear.

Table 4. ANAVA For Test Significance and linearity Regression $Y = 20,653 + 0,755\ X_3$

Source of Variations	dk	JK	RJK	F	F_{table} (0,05)	F_{table} (0,01)
Total	160					
Regression (a)	1					
Regression (b/a)	1	3843,617	3843,617	91,625**	3,91	6,81
Residue	158	6627,983	41,949			
Tuna Cocok	27	243,278	9,010	0,185^{ns}	1,55	1,85
Errors	131	6384,705	48,738			

Resources : Result Data Processing (2012)

Keterangan : ** Very Significant F 91,625 > F_{table} 6,81

[ns] Non Significant F 0,185 < F_{table} 1,85

d. Job Satisfaction (X3) on Emotional Intelligence (X1):

Job Satisfaction regression equation (X3) on Emotional Intelligence (X1) produced a model alleged X3 = 55.657 + 0.237 X1. The results of calculations significance regression model showed the value F = 33.349 and F_{table} = 3.91 for α = 0.05 and 6.81 for α = 0.01. This means that F (33.349)> F_{table} 3.91 (α = 0.05) and 6.81 (α = 0.01). It can be concluded that the regression coefficient is very significant or very significant. While the results of linearity test against a simple linear regression equation showed F = 0.793 compared with F_{table} = 1.51 for α = 0.05 and 1.79 for α = 0.01. This means that F (0.793) <F_{table} 1.51 (α = 0.05) and 1.79 (α = 0.01). It can be concluded that the regression is linear.

Table 5. ANAVA For Test Significance and linearity Regression $X_3 = 55,657 + 0,237 X_1$

Source of Variations	dk	JK	RJK	F	F_{table} (0,05)	F_{table} (0,01)
Total	160					
Regression (a)	1					
Regression (b/a)	1	1174,966	1174,96	33,349**	3,91	6,81
Residue	158	5566,778	35,233			
Tuna Cocok	42	1179,875	29,497	0,793[ns]	1,51	1,79
Errors	118	4386,903	37,177			

Resources : Result Data Processing (2012)

Keterangan : ** Very Significant F 33,349 > F_{table} 6,81

[ns] Non Significant F 0,793 < F_{table} 1,79

e. Job Satisfaction (X3) on Interpersonal Communication (X2):

Job Satisfaction regression equation (X3) on Interpersonal Communication (X2) produced a model alleged X3 = 42.614 + 0.496 X2. The results of calculations significance regression model showed the value F = 84.050 and F_{table} = 3.91 for α = 0.05 and 6.81 for α = 0.01. This means that F (84.050)> F_{table} 3.91 (α = 0.05) and 6.81 (α = 0.01). It can be concluded that the regression coefficient is very significant or very significant. While the results of linearity test against a simple linear regression equation showed F = 0.043 compared with F_{table} = 1.55 for α = 0.05 and 1.85 for α = 0.01. This means that F (0.043) <F_{table} 1.55 (α = 0.05) and 1.85 (α = 0.01). It can be concluded that the regression is linear.

Table 6. ANAVA For Test Significance and linearity Regression $X_3 = 42,614 + 0,496 X_2$

Source of Variations	dk	JK	RJK	F	F_{table} (0,05)	F_{table} (0,01)
Total	160					
Regression (a)	1					
Regression (b/a)	1	2341,012	2341,012	84,050**	3,91	6,81
Residue	158	4400,732	27,853			
Tuna Cocok	31	46,190	1,490	0,043[ns]	1,55	1,85
Errors	127	4354,542	34,228			

Resources : Result Data Processing (2012)

Keterangan : ** Very Significant F 84,050 > F_{table} 6,81

[ns] Non Significant F 0,043 < F_{table} 1,85

f. Interpersonal communication (X2) on Emotional Intelligence (X1):

Interpersonal Communication regression equation (X2) on Emotional Intelligence (X1) produced a model alleged X2 = 40.455 + 0.347 X1. The results of calculations significance regression model showed the value F = 56.551 and F_{table} =

3.91 for $\alpha = 0.05$ and 6.81 for $\alpha = 0.01$. This means that F (56.551)> F_{table} 3.91 ($\alpha = 0.05$) and 6.81 ($\alpha = 0.01$). It can be concluded that the regression coefficient is very significant or very significant. While the results of linearity test against a simple linear regression equation showed F = 0.877 compared with F_{table} = 1.51 for $\alpha = 0.05$ and 1.79 for $\alpha = 0.01$. This means that F (0,877) <F_{table} 1.51 ($\alpha = 0.05$) and 1.79 ($\alpha = 0.01$). It can be concluded that the regression is linear.

Table 7. ANAVA For Test Significance and linearity Regression $X_2 = 40,455 + 0,347 X_1$

Source of Variations	dk	JK	RJK	Fhitung	Ftable (0,05)	Ftable (0,01)
Total	160					
Regression (a)	1					
Regression (b/a)	1	2506,900	2506,900	56,551**	3,91	6,81
Residue	158	7004,075	44,330			
Tuna Cocok	42	1604,665	40,117	0,877ns	1,51	1,79
Errors	118	5399,410	45,758			

Resources : Result Data Processing (2012)

Keterangan : ** Very Significant F 56,551 > F_{table} 6,81

ns Non Signifikan F 0,877 < F_{table} 1,79

5.3. Hypothesis Testing:

Results of the research hypothesis testing are as follows:

1. Hypothesis 1

Direct Impact Positive Emotional Intelligence (X1) to Lecturer loyalty (Y)

The hypothesis being tested is as follows:

Ho: $\beta y1 \leq 0$

H1: $\beta y1 > 0$

Based on the calculation coefficient is obtained lane py1 value = 0.321 with t = 4.805 while the value TTable = 1.960 ($\alpha = 0.05$), as thitung> TTable ($\alpha = 0.05$), and py1 = 0.321> 0 so that Ho is rejected, the means that Emotional Intelligence (X1) positive direct effect on lecturer loyalty (Y).

2. Hypothesis 2

Direct Impact Positive Interpersonal Communication (X2) of the Lecturer loyalty (Y):

The hypothesis being tested is as follows:

Ho: $\beta y2 \leq 0$

H1: $\beta y2 > 0$

Based on the calculation coefficient is obtained lane py2 value = 0.171 with t = 2.274 while the value TTable = 1.960 ($\alpha = 0.05$), as thitung> TTable ($\alpha = 0.05$), and py2 = 0.171> 0 so that Ho is rejected, the means that the Interpersonal Communication (X2) a positive direct effect on lecturer loyalty (Y).

3. Hypothesis 3

Direct Impact Positive Job Satisfaction (X3) against Lecturer loyalty (Y):

The hypothesis being tested is as follows:

Ho: $\beta y3 \leq 0$

H1: $\beta y3 > 0$

Based on the calculation coefficient is obtained lane py3 value = 0.371 with t = 5.225 while the value TTable = 1.960 ($\alpha = 0.05$), as thitung> TTable ($\alpha = 0.05$), and py3 = 0.371> 0 so that Ho is rejected, the means that job satisfaction (X3) positive direct effect on lecturer loyalty (Y).

4. Hypothesis 4

Direct Impact Positive Emotional Intelligence (X1) on Job Satisfaction (X3):

The hypothesis being tested is as follows:

Ho: $\beta31 \leq 0$

H1: $\beta31 > 0$

Based on the calculation coefficient values obtained path P31 = 0.156 with t = 2.106 while the value TTable = 1.960 (α = 0.05), as thitung> TTable (α = 0.05), and P31 = 0.156> 0 so that Ho is rejected, the means that Emotional Intelligence (X1) positive direct effect on job satisfaction (X3).

5. Hypothesis 5

Direct Impact Positive Interpersonal Communication (X2) on Job Satisfaction (X3):

The hypothesis being tested is as follows:

Ho: $\beta32 \leq 0$

H1: $\beta32 > 0$

Based on the calculation coefficient values obtained lines with p32 = 0.509 t = 6.871 while the value TTable = 1.960 (α = 0.05), as thitung> TTable (α = 0.05), and p32 = 0.509> 0 so that Ho is rejected, the means that the Interpersonal Communication (X2) a positive direct effect on job satisfaction (X3).

6. Hypothesis 6

Direct Impact Positive Emotional Intelligence (X1) to Interpersonal Communication (X2):

The hypothesis being tested is as follows:

Ho: $\beta21 \leq 0$

H1: $\beta21 > 0$

Based on the calculation coefficient values obtained lines with p21 = 0.513 t = 7.520 while the value TTable = 1.960 (α = 0.05), as thitung> TTable (α = 0.05), and p21 = 0.513> 0 so that Ho is rejected, the means that Emotional Intelligence (X1) positive direct effect on Interpersonal Communication (X2).

Table 8. Summary of Results of Testing Hypotheses

No.	Hypotheses	p_{ij}	Statistical Testing	Decision H_0	Summary
1.	Emotional Intelligence positive direct effect on lecturer loyalty	p_{y1} = 0,321	$H_o : \beta_{y1} \leq 0$ $H_1 : \beta_{y1} > 0$	H_0 rejected	Positive direct influential
2.	Interpersonal Communication positive direct effect on lecturer loyalty	p_{y2} = 0,171	$H_o : \beta_{y2} \leq 0$ $H_1 : \beta_{y2} > 0$	H_0 rejected	Positive direct influential
3.	Job Satisfaction positive direct effect on lecturer loyalty	p_{y3} = 0,371	$H_o : \beta_{y3} \leq 0$ $H_1 : \beta_{y3} > 0$	H_0 rejected	Positive direct influential
4.	Emotional Intelligence positive direct effect on Job Satisfaction	p_{31} =0,156	$H_o : \beta_{31} \leq 0$ $H_1 : \beta_{31} > 0$	H_0 rejected	Positive direct influential
5.	Interpersonal Communication positive direct effect on Job Satisfaction	p_{32} = 0,509	$H_o : \beta_{32} \leq 0$ $H_1 : \beta_{32} > 0$	H_0 rejected	Positive direct influential
6.	Emotional Intelligence positive direct effect on Interpersonal Communication	p_{21} = 0,513	$H_o : \beta_{21} \leq 0$ $H_1 : \beta_{21} > 0$	H_0 rejected	Positive direct influential

5.4 Empirical Research Model:

Based on the results of the path coefficients empirical models or diagrams structural sub path between variables are as figure 2 follows:

Figure 2. Empirical Model of Structural relationships among variables Based on Path Analysis Calculation Results

VI. CONCLUSION

The conclusions of this study are as follows:

1. Emotional intelligence a direct positive effect on lecturer loyalty at the University of Borobudur. This means that high emotional intelligence will lead to an increase in lecturer loyalty.

2. Interpersonal communication positive direct effect on lecturer loyalty at the University of Borobudur. This means that effective interpersonal communication would lead to an increase in lecturer loyalty.

3. Job satisfaction is a direct positive effect on lecturer loyalty at the University of Borobudur. This means that high job satisfaction that will lead to an increase in lecturer loyalty.

4. Emotional intelligence a direct positive effect on job satisfaction lecturer at the University of Borobudur. This means that high emotional intelligence will lead to an increase in job satisfaction.

5. Interpersonal communication positive direct effect on job satisfaction lecturer at the University of Borobudur. This means that effective interpersonal communication would lead to an increase in job satisfaction.

6. Emotional intelligence a direct positive effect on interpersonal communication lecturer at the University of Borobudur. This means that high emotional intelligence will lead to an increase in interpersonal communication.

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