Volume 21 Issue 16
Originally issued as G5

Global Journal of human-social science: G
Linguistics & Education
Volume 21 Issue 5 Version 1.0 Year 2021
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

The Strengthening of Teachers' Eq in Facing Various Changes in the Educational Environment

By Iffah Budiningsih, Tjiptogoro Dinarjo Soehari & Casriyanti

Universitas Islam As-Syafi"iyah

Abstract- This research aimed to discover the contribution of competencies in the formation/development of a teacher's emotional intelligence or EQ. In this quanitative research with a survey, 36 out of 40 teachers in SMP X in Indramayu, West Java, Indonesia participated as the sample. Methods of data analysis used simple correlation and regression analysis. The results showed that: a) there was a positive and strong correlation between teachers' EQ and teachers' competencies (correlation coefficient R = 0.730), indicating that the higher the competencies of a teacher, the higher the emotional intelligence. b) Competencies contributed to 53.2% of the construction/development of teachers' emotional intelligence, while the remaining 46.8% referred to other factors (external factors). c) Teachers' EQ level can be improved by enhancing teachers' competencies (pedagogical, personal, and social competencies). d) Enhancement of teachers' competencies, including pedagogical, personal, or social competencies, should be continuous to better their' emotional intelligence, thus preparing them to deal with rapid changes in the educational environment.

Keywords: emotional intelligence, pedagogical competence, personal competence, social competence.

GJHSS-G Classification: FOR Code: 330199



Strictly as per the compliance and regulations of:

© 2021. Iffah Budiningsih, Tjiptogoro Dinarjo Soehari & Casriyanti. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

The Strengthening of Teachers' Eq in Facing Various Changes in the Educational Environment

Iffah Budiningsih [α], Tjiptogoro Dinarjo Soehari [σ] & Casriyanti [ρ]

Abstract- This research aimed to discover the contribution of competencies in the formation/ development of a teacher's emotional intelligence or EQ. In this quanitative research with a survey, 36 out of 40 teachers in SMP X in Indramayu, West Java, Indonesia participated as the sample. Methods of data analysis used simple correlation and regression analysis. The results showed that: a) there was a positive and strong correlation between teachers' EQ and teachers' competencies (correlation coefficient R = 0.730), indicating that the higher the competencies of a teacher, the higher the emotional intelligence. b) Competencies contributed to 53.2% of the construction/development of teachers' emotional intelligence, while the remaining 46.8% referred to other factors (external factors). c) Teachers' EQ level can be improved by enhancing teachers' competencies (pedagogical, personal, and social competencies). d) Enhancement of teachers' competencies, including pedagogical, personal, or social competencies, should be continuous to better their' emotional intelligence, thus preparing them to deal with rapid changes in the educational environment.

Keywords: emotional intelligence, pedagogical competence, personal competence, social competence.

I. Introduction

The advancement of science and technology, especially information and communication technology (the 5.0 era), and various environmental shifts affecting education have implications on numerous changes in educational and learning concepts. Education and learning can be conducted anywhere, anytime, and by and for anyone. It denotes that education and learning have gone through space and time going through cities and even countries. The wide use of information and communication technology in learning is triggered by the emergence of the Covid-19 pandemic, which demands a shift from classical learning to online learning at all educational levels. It is a challenge for teachers (especially teachers in elementary schools in isolated regions). The Covid-19 pandemic is still a global issue, especially in the educational field. Due to the pandemic, teaching and learning activities are now being conducted online (distance learning).

According to Rachman (2020), aside from the students, the Covid-19 pandemic has impacted parents and teachers, especially elementary and junior high school teachers. This is because their students are still in need of psychological guidance and instruction and concrete examples from their teachers in their learning process. Furthermore, Rachman ((2020) explains that in this extraordinary situation (the Covid-19 pandemic), teachers are urged to do several additional roles, such as:

a. Ensuring that academic and non-academic learning goals are achieved;
b. Being responsible for ensuring learners' physical and mental safety;
c. Providing students with reinforcement and understanding to always comply with health protocols;
d. Providing emotional support to students and their parents/families so that they are comfortable during learning activities at home;
e. Communicating and developing good cooperation with headmasters and students' parents/families to build trust and support the online learning process.

All five 'additional roles' are generally *'adaptive'* skills needed to face environmental changes and the advancement of information and communication technology in these times. The ability to adapt is the crucial component of one's EQ. Mayer & Salovey in Konrad and Gabrijelcic (2014) define EQ as the ability to process emotional information. Further, Konrad and Gabrijelcic (2014) identify three *adaptive* skills, which are parts of emotional intelligence:

a. The ability to evaluate and express one's and others' emotions (verbal and non-verbal)
b. The ability to control one's and others' emotions, and
c. The ability to use emotions to solve problems and make decisions (e.g., flexible planning, creative thinking, and non-directive attention and motivation).

Author α: Universitas Islam As-Syafi"iyah, Jakarta, Indonesia. e-mail: Iffah_budiningsih@uia.ac.id
Author σ: Universitas Mercu Buana- Jakarta, Indonesia. e-mail: tjiptogd@yahoo.com
Author ρ: STAI Segeran Pangeran Dharma Kusuma – Indramayu, Indonesia. e-mail: casriyanti.spd@gmail.com

© 2021 Global Journals

As based on the opinion by Konrad and Gabriljelcic, it could be concluded that teachers' additional roles in the Covid 19 pandemic (Rahman, 2020) include high adaptive skills. In other words, in the era where the learning process is shifting from face-to-face learning to online learning, teachers must have "high EQ." Rahman (2020) further explains that teachers' competencies are central to all five additional roles in the Covid-19 pandemic:

a. The ability to innovate, utilize various digital tools, conduct online classes, implement multidisciplinary and collaborative curriculums in teaching and learning process;
b. The ability to reorganize accountability and decide which method to use in the assessment process;
c. The ability to conduct learning that helps students develop academically, physically, and mentally by balancing between "old" knowledge and digital mechanism;
d. The ability to present learning equally, including to those who are most vulnerable;
e. The ability to communicate to synergize children's learning objectives with the headmaster and students' parents/families.

The above five *competencies* are the key to the effective implementation of teachers' additional roles during this emergency state. In this situation, teachers will possess high adaptive skills (high emotional intelligence) if they also have high professional competencies. In this case, a question arises about whether one's EQ is constructed through one's competencies (related to his/her work field).

Budiningsih, Soehari, and Marlison (2020:30) explain that one's EQ is connected with soft skills, while one's hard skills are often linked with *intelligence quotient* (IQ). Moreover, Budiningsih, Soehari, and Marlison (2020:32) argue that soft skill is connected with one's characteristics, often used to socialize and cooperate. This skill is needed by teachers considering its contribution to teacher's additional roles. The illustration of teachers' hardships during the pandemic can be seen in an article published by Kompas.com (27-7-2020) about Ifan, an elementary school teacher in rural Indonesia. He said that something was missing in online learning (when teachers and students cannot meet face to face and interact in the same room), that is the *'emotional bond'* between teachers and students that cannot be replaced by virtual communication. Teachers' presence in the learning process, especially for elementary school students, is vital because teachers who have 'conscience/feelings' are irreplaceable by various educational/learning platforms like current applications. When students no longer attend physically in the class, teachers have difficulties monitoring their students' capacity development. The example of a teacher's complaint, as shown above, points that emotional bonds between teachers and students are required when teaching elementary school students. Thus, elementary school and pre-school/early childhood education teachers need to have high emotional intelligence.

Konrad and Gabrijelcic (2014) expound that intense interpersonal interaction and adaptation between teachers and students are essential in the learning process. Therefore, teachers must possess emotional (social) intelligence; it is one of the key elements of teachers' professional development for better performance. Besides, Corcorana, and Tormeyb (2010:2455) point out that teaching is an emotional practice for teachers, especially concerning global sustainable development growth issues that require empathy from the students because empathy is the core of learners' capacity to be involved positively with said problems. Hence, the success of students' learning process tends to rely on teachers with high EQ. According to Sudibjoa and Sutarjia (2020), EQ includes dimensions such as a) emotional dimension; b) personal's and social skills; c) the ability to understand oneself and others, and; d) the ability to adapt when cooperating with others. Furthermore, Mahon *et al.* in Sudibjoa and Sutarjia (2020) opine that EQ is an essential concept because a person who can understand his/her and other's emotions will be able to control negative emotions when s/he has to interact with other people or when s/he is faced with stressful situations. Nelson and Low (2011) define EQ as a skill, behavior, and unique attitude that can be learned and applied to increase self-satisfaction, achievement, and career effectiveness. From this explanation, it can be ascertained that what is meant by EQ in this research is one's ability to know oneself and to interact with other people, which is marked by a) self-awareness; b) self-regulation; c) self-motivation; d) empathy; and e) the ability to develop relationships with other people.

Competencies, often referred to as skills that one possesses to do a job, influence all of the characteristics/personalities s/he has. If a person has competencies regarding his/her job, s/he will finish the work. Palan (2007:6) states that competency is a characteristic underpinning one's behavior, which describes the knowledge, skills, motifs, individual characteristics, self-concept, and values to perform well in a workplace. Budiningsih, Soehari, and Ahmad (2017:6) opine that competence is one's job skill that includes aspects, such as a) knowledge, b) skill, and c) work attitude that describes knowledge, skills, individual characteristics, self-concept, and values. These aspects are applicable in an extensive range of situations and last for a long time. Additionally, Nessipbayeva (2012:149) mentions that the characteristics of competency include: a) the mastering of one or more skills; b) something related to knowledge, skill, and

© 2021 Global Journals

attitude, and; c) something that can be observed, measured, and demonstrated.

Mangkunegara and Puspitasari (2015:151) assert that teachers' competencies comprise four dimensions, namely: a) pedagogical competence, b) personality competence, c) professional competence, and d) social competence. Nessipbayeva (2012:149) mentions several characteristics of competency: a) the mastering of one or more skills; b) knowledge, skill, and attitude; c) something that can be observed, measured, and demonstrated. Uno, Umar, and Panjaitan (2014: 162) add that teachers' competencies are the skills or abilities that teachers possess, which are indicated in three sub-competence: a) competence related to their professional duties as teachers (pedagogical competence); b) competence related to their circumstances (personal competence); c) competence related to the society or their environment (social competence). Pedagogical competence is an ability associated with a vast knowledge of the subject matter to be taught and master the methodology of delivering subject matter. Zand and Ilanlou (2011: 1145) expound that the characteristics of professional teachers are:

a. emphasizing on human relationship and cooperation to improve learning conditions;
b. emphasizing more on the consequences of learning instead of the products;
c. emphasizing on learners' self-evaluation and teachers' responsibilities on students' learning process;
d. creating opportunities for the development of students' internal motivation;
e. improving assessment sources and data validity;
f. providing descriptive feedback to bring about improvement and development of students' performance;
g. designing an evaluation system modulation with the school social system.

As stated by Ilanlou and Zand, professional teachers' characteristics prove to be more indicative of the role of emotional intelligence' in teachers who can make their students feel comfortable and motivated during the learning process. This aspect is central to professional teachers' performance.

Teachers' personal competence is related to teachers whose personality can inspire their students to be exemplary leaders who can guide their students better. On the other hand, social competence is linked with teachers' capability to develop relationships and interact socially with anyone in a good manner. Pishghadam and Sahebjam (2012: 234) claim that personal competence includes intrapersonal and interpersonal competence. Intrapersonal competence consists of a) emotional self-awareness, b) firmness, c) self-regard, d) self-actualization, and e) independence. Interpersonal competence is associated with: a) empathy and b) social responsibility. Based on the above explanation, it can be assumed that personal competence is the dominant element in forming/ strengthening and developing teachers' emotional intelligence. As mentioned earlier, what is meant by teachers' competencies in this research are the ability that teachers must have when carrying out their duties in the digital era, which consist of: a) pedagogical competence, b) personal competence, and c) social competence.

This research aims to discover the extent to which competence contributes to the formation/ development of a teacher's emotional intelligence. It is assumed that competence significantly contributes to the development of a teacher's emotional intelligence. In this pandemic situation, teachers (primarily elementary school teachers) cannot meet with their students face-to-face. It becomes a challenge for the teachers to measure the success rate of their students' study. Therefore, teachers' high competencies are required to overcome various technical difficulties in the learning process; high EQ is also necessary to adapt to different bad scenarios in all fields.

II. Research Method

This qualitative research with a survey aimed to discover the impact of teachers' competencies (X) on teachers' EQ (Y). The respondents comprised 36 out of 40 teachers in SMP X in Indramayu, West Java, Indonesia. The data were collected using a Likert scale questionnaire with five alternative answers: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree and 1 = strongly disagree. Methods of data analysis were simple correlation and regression analysis. Before performing the simple regression analysis, a set of requirement analysis tests was conducted: normality, heteroskedasticity, autocorrelation, and multicollinearity tests.

a) Variables and Research Indicator

The research variables consist of teachers' EQ (Y) as the dependent variable and teachers' competencies (X) as the independent variables. Each variables' indicators can be seen as presented in Table 1 below.

© 2021 Global Journals

Table 1: Variables and Research Indicators

Variables	Indicators	Sub indicators
Teachers' EQ (Y)	1. Self-awareness	– Constant alertness, absence of self-blame.
	2. Self-regulation	– Emotional balance (not turbulent), emotional regulation, mastering of one's feelings.
	3. Self-motivation	– Positive-thinking, self-control, high-spiritedness.
	4. Empathy	– Sensitivity, sociability, the ability to understand others.
	5. Building relationships	– Self-expression, openness, the ability to control one's Emotions.
Teachers' Competencies (X)	1. Pedagogical Competence	– The ability to design learning, conduct learning, master teaching materials, develop teaching materials, and utilize ICT.
	2. Personal Competence	– Good conduct, exemplariness, mature and stable Personality.
	3. Social Competence	– The ability to develop positive interactions with fellow teachers/coworkers, develop positive interactions with students, and act objectively.

b) Validity Test and Instrument Reliability

Provided in Table 2 are the results of the validity test and the reliability of the instruments of teachers' EQ (X) and teachers' competencies (Y):

Table 2: The Results of Validity Test and the Reliability of the Instruments of Variable X and Y

Variables	Valid Statement Items	Value of Pearson's r	Reliability Coefficient	Note
Teachers' EQ (Y)	15	0.478 - 0.778	0.926	Valid & Reliable
Teachers' Competence (X_1)	13	0.485 - 0.794	0.901	Valid & Reliable

III. Results

a) Requirement Analysis Test

Before commencing simple regression analysis, requirement analysis tests were conducted, namely: normality, heteroskedasticity, autocorrelation, and multicollinearity tests. In this research, these four requirement analysis tests were met: the data of variables Y and X normally distributed (the data distributed around the diagonal line); the variant of research data Y against X formed an unclear pattern, showing that there was no heteroskedasticity. The tolerance value of X was around one, or the value of VIF (variance inflation factor) was below 0, which means that there was no autocorrelation. The value of D-2 was between -2 to 2, which means that there was no multicollinearity. These four requirement analysis tests were met. Thus, the results of simple regression analysis in this research were suitable to use.

b) Correlation Analysis and Simple Regression

Plural correlation analysis between teachers' EQ (Y) and teachers' competencies (X) resulted in the correlation coefficient value of $R = 0.730$ (see Table 4). It means that the correlation between competencies (X) and EQ (Y) was *'positive and strong',* which shows that the higher the competencies of a teacher, the higher the emotional intelligence. Next, the coefficient of determination (R^2) showed the value of = *0.532.* It is significant *because the value of sig F < 0.05 (0.00 < 0.05)* showed that the contribution of competencies (X) to the construction/development of EQ (Y) was as much as *53.2 %,* while the remaining 46.8% was influenced by other factors (external factors). The results of the analysis of correlation coefficient and coefficient of determination can be seen in Table 4 below:

© 2021 Global Journals

Table 4: Correlation Coefficient & Coefficient of Determination between Y dan X

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.730[a]	.532	.519	.23650	.532	38.694	1	34	.000	2.243

a. *Predictors: (Constant), Competence*

b. *Dependent Variable: Emotional Intelligence*

The result of the analysis of variance (ANOVA) of the correlation between competencies (X) and EQ (Y) can be seen in Table 5 and Table 6 below:

Table 5: ANOVA Regression of Y on X

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.164	1	2.164	38.694	.000[b]
	Residual	1.902	34	.056		
	Total	4.066	35			

a. *Dependent Variable: EQ*

Intelligence. Predictors: (Constant), Competence

Table 6: Regression Coefficient of Y on X

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.656	.561		1.169	.250	-	-
	COMPETENCE	.803	.129	.730	6.220	.000	1.000	1.000

Based on the result of simple regression coefficients as shown in Table 6, it can be formulated the simple linear regression model of the correlation between teachers' competencies (X) and teachers' EQ (Y) was Y = 0.656 + 0.803 X. The significance tests result on regression constant was a = 0.656 with the sig of = 0.250 (see Table 6). It indicates *'insignificancy'* because the value of sig > 0.05 (0.250 > 0.05) which means that constant a = 0.656 *doesn't give any real* (only a little) *influence* on the formation/development of teachers' emotional intelligence.

The result of significance tests on simple regression model Y = 0.656 + 0.803 X indicated *'significant'*, because the value of sig 0.00 < 0.05 and the value of F = 38.694 (see Table 5). It indicated that the model *Y = 0.656 + 0.803 X is significant and can be used to predict teachers' EQ level* by using teacher's competencies data (X) if such data is known. Simple linear regression model *Y = 0.656 + 0.803 X* suggests that if the element of teachers' competencies is nonexistent or X = 0, the level of teachers' EQ is = 0.656 (score below 1 = very low) in a scale of 1 to 5. The element of competence has a high sensitivity level of influence on the formation of EQ of = 0.803.

IV. Discussion

The research results showed that teachers' competencies *positively and strongly* correlated with teachers' EQ with the value of correlation coefficient (r) of 0.720. It means that the higher the competence of a teacher, the higher the emotional intelligence. According to Nelson & Low (2011), the construction of EQ consists of a) stress management, b) the ability to adapt, c) feelings, d) intrapersonal and interpersonal competence (personal competence/personality). The results also showed that *teachers' competencies—pedagogical, personal, and social competence—contributed 53.2% to the formation of their emotional intelligence.* With this, it can be said that the factors that contribute to the construction of EQ do not only come from personal competence but also professional/pedagogical and social competence.

As stated by Mortiboys in Pishghadam and Sahebjam (2012: 234), teachers have high emotional intelligence, which implies that they can a) recognize students' emotions; b) develop students' positive behaviors; and c) help students 'feel competent', which in this case means students feel 'confident' in their competence, such as the subjects/materials they are learning, good personality (in the normal range, not the extreme left) that they have, and good social relations with others/their surroundings. The implication of teachers with high emotional intelligence, as Mortiboys claims, is that high EQ is an absolute requirement for professional teachers because they must be able to: a) recognize students' emotions; b) develop students' positive behaviors; and c) help students feel 'competent.' This notion is in line with the opinion of Konrad and Gabrijelčič (2014:2) explaining that learning

© 2021 Global Journals

process is subject to 'interpersonal interaction' and 'mutual adaptation' between teachers and students in which teachers' EQ is one of the important elements of teachers' professional development. It is a pre-condition for teachers to perform highly in the education field/learning that they focus on.

Similarly, Grill and Sankulkar (2017: 435) state that the EQ of a teacher is crucial and integral in the practice of education/learning. A teacher's learning practice, according to Nessipbayeva (2012: 153-154), is related to the ability of a teacher in a) managing classes; b) practicing effective learning; c) providing effective assessment; and d) utilizing ICT. Furthermore, Jamaris (2015:109) explains that one's EQ can define one's 'success' in life. To be successful in life, one needs to have more than just a high IQ and a high EQ, both of which are essential elements in one's character. Hence, teachers as the educators of a nation's future generation must possess a high IQ and a high EQ in facing the 5.0 era, which is full of rapid changes in the educational environment.

V. Conclusion

In general, this research showed that: a) the correlation between teachers' EQ and teachers' competence was *positive and strong* with the coefficient correlation value of $R = 0.730$ which indicates that the higher the competence of a teacher, the higher the emotional intelligence; b) coefficient of determination (R^2) showed the value of = *0.532* which indicates that the contribution of teachers' competencies to teachers' EQ was *53.2%* while the remaining 46.8 % was caused by other factors (external factors); c) model $Y = 0.656 + 0.803\ X$ *was a model that was very meaningful , cannot be ignored, and can be used to predict the EQ of teachers* by using the data of teachers' competencies (if the data is known); d) the simple regression model of $Y = 0.656 + 0.803\ X$ means that if the factor of teachers' competencies is nonexistent or X = 0, the level of teachers' EQ is only = 0.656 in a scale of 1 to 5 (score below 1 = very low); and e) teachers must always increase their pedagogical, personal, and social competence in order to increase their EQ in facing the rapid shift happening in the educational environment.

References Références Referencias

1. Budiningsih, I., Soehari, T.J., Ahmad, M. (2017). Increased Competency Through Training Intervention. *International Journal of Applied Business and Economic Research, 15*(6), 249-266. http://serialsjournals.com/index.php?route=product/product/volumearticle&issue_id=115&product_id=343
2. Budiningsih, I., Soehari, T. D. & Marlison. (2020). Hard-Skill Versus Soft-Skill Dalam Pencapaian Kinerja Karyawan Proyek Infrastruktur Mass Rapid Transit (MRT) Jakarta [Hard-Skill Versus Soft-Skill in Achieving Employee Performance of Mass Rapid Transit (MRT) Infrastructure Project Jakarta]. *Akademika, 9*(2), 29-42. DOI:10.34005/akademika.v9i02.895.
3. Corcorana R. & Tormeyb R. (2010). Teacher education, emotional competencies and development education. *Procedia Social and Behavioral Sciences*, *2*, 2448–2457. doi:10.1016/j.sbspro.2010.03.352
4. Gill G., S. & Sankulkar S. (2017) An Exploration of Emotional Intelligence in Teaching: Comparison between Practitioners from the United Kingdom & India. *J Psychol Clin Psychiatry*, *7*(2), 00430. DOI: 10.15406/jpcpy.2017.07.00430
5. Ilanlou, M. & Zand, M. (2011). Professional Competencies of Teachers and the Qualitative. International Conference on Education and Educational Psychology (ICEEPSY). *Procedia - Social and Behavioral Sciences 29*, 1143 – 1150.
6. Jamaris, M. (2015). *Orientasi Baru Dalam Psikologi Pendidikan [New Orientation in Educational Psychology]*. Ghalia Indonesia.
7. Konrad, S.C & Gabrijelčič, M. K. (2014). Importance of Emotional Intelegence in Teacher Profesional Development. *Didactica Slovenica*, *29* (2), 3 – 17. https://www.academia.edu/22020059/The_importance_of_teachers_emotional_intelligence_in_a_teachers_professional_development
8. Mangkunegara, A.A.A.P. & Puspitasari, M. (2015). Kecerdasan Emosi, Stres Kerja dan Kinerja Guru SMA [Emotional Intelligence, Work Stress and Performance of High School Teachers]. *Jurnal Kependidikan*, *45* (2), 142-155. https://journal.uny.ac.id/index.php/jk/article/view/7491.
9. Nelson, D.B. & Low, G.R. (2011). *Emotional Intelligence, Achieving Academic and Career Excellence*. Prentice Hall.
10. Nessipbayeva, O. (2012, Jun 12-15). *The Competences of The Modern Teacher. Part 2: Pre-Service and In-Service Teacher Training* [Paper presented]. The Annual Meeting of the Bulgarian Comparative Education Society 10th, Kyustendil, Bulgaria (pp. 148-154).
11. Niko Sudibjoa, N. & Sutarjia, T. (2020). The roles of job satisfaction, well-being, and emotional intelligence in enhancing the teachers' employee engagements. *Management Science Letters 10*, 2477–2482. doi: 10.5267/j.msl.2020.4.002.
12. Pishghadam, R. & Sahebjam, S. (2012). Personality and Emotional Intelligence in Teacher Burnout. *The Spanish Journal of Psychology, 15* (1), 227-236. http://dx.doi.org/10.5209/rev_SJOP.2012.v15.n1.37314.
13. Rachman A. (2020). *Ini Peran dan Tuntutan Kompetensi Guru di Masa Pandemi [This Is the Role and Demands of Teacher Competence in the*

© 2021 Global Journals

Pandemic], (Ed) Adit, A. Kompas.com. https://www.kompas.com/edu/read/2020/10/08/113530671/ini-peran-dan-tuntutan-kompetensi-guru-di-masa-pandemi?page= all.

14. Rizal J. G. (2020). *Curhatan Seorang Guru di Tengah Pandemi Corona [A Teacher's Speech in the Middle of the Corona Pandemic],* ed: Sari Haridiyanto. Kompoas.com. https://www.kompas.com/tren/read/2020/07/21/113523165/curhatan-seorang-guru-di-tengah-pandemi-corona?page=all.
15. Uno, H.B., Umar, M.K., Panjaitan, K. (2014). *Variabel Penelitian Dalam Pendidikan dan Pembelajaran [Research Variables in Education and Learning*]. PT. Ina Publikatama.

© 2021 Global Journals