

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

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## Abstract

This research aimed to discover the contribution of competencies in the formation/development of a teacher's emotional intelligence or EQ. In this quantitative 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

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*Index terms*— emotional intelligence, pedagogical competence, personal competence, social competence.

## 1 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).

As based on the opinion by Konrad and Gabrijelcic, 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

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46 process is shifting from face-to-face learning to online learning, teachers must have "high EQ." Rahman (2020)  
47 further explains that teachers' competencies are central to all five additional roles in the Covid-19 pandemic:  
48 a. The ability to innovate, utilize various digital tools, conduct online classes, implement multidisciplinary and  
49 collaborative curriculums in teaching and learning process; b. The ability to reorganize accountability and decide  
50 which method to use in the assessment process; c. The ability to conduct learning that helps students develop  
51 academically, physically, and mentally by balancing between "old" knowledge and digital mechanism; d. The  
52 ability to present learning equally, including to those who are most vulnerable; e. The ability to communicate  
53 to synergize children's learning objectives with the headmaster and students' parents/families. The above five  
54 competencies are the key to the effective implementation of teachers' additional roles during this emergency state.  
55 In this situation, teachers will possess high adaptive skills (high emotional intelligence) if they also have high  
56 professional competencies. In this case, a question arises about whether one's EQ is constructed through one's  
57 competencies (related to his/her work field).

58 Budiningsih, Soehari, and Marlison (2020:30) explain that one's EQ is connected with soft skills, while one's  
59 hard skills are often linked with intelligence quotient (IQ). Moreover, Budiningsih, Soehari, and Marlison (2020:32)  
60 argue that soft skill is connected with one's characteristics, often used to socialize and cooperate. This skill is  
61 needed by teachers considering its contribution to teacher's additional roles. The illustration of teachers' hardships  
62 during the pandemic can be seen in an article published by Kompas.com (27-7-2020) about Ifan, an elementary  
63 school teacher in rural Indonesia. He said that something was missing in online learning (when teachers and  
64 students cannot meet face to face and interact in the same room), that is the 'emotional bond' between teachers  
65 and students that cannot be replaced by virtual communication. Teachers' presence in the learning process,  
66 especially for elementary school students, is vital because teachers who have 'conscience/feelings' are irreplaceable  
67 by various educational/learning platforms like current applications. When students no longer attend physically in  
68 the class, teachers have difficulties monitoring their students' capacity development. The example of a teacher's  
69 complaint, as shown above, points that emotional bonds between teachers and students are required when teaching  
70 elementary school students. Thus, elementary school and pre-school/early childhood education teachers need to  
71 have high emotional intelligence. ??onrad and Gabrijelcic (2014) expound that intense interpersonal interaction  
72 and adaptation between teachers and students are essential in the learning process. Therefore, teachers must  
73 possess emotional (social) intelligence; it is one of the key elements of teachers' professional development for  
74 better performance. Besides, Corcorana, and Tormeyb (2010:2455) point out that teaching is an emotional  
75 practice for teachers, especially concerning global sustainable development growth issues that require empathy  
76 from the students because empathy is the core of learners' capacity to be involved positively with said problems.  
77 Hence, the success of students' learning process tends to rely on teachers with high EQ. According to Sudibjoa  
78 and Sutarjia (2020), EQ includes dimensions such as a) emotional dimension; b) personal's and social skills; c) the  
79 ability to understand oneself and others, and; d) the ability to adapt when cooperating with others. Furthermore,  
80 Mahon et al. in Sudibjoa and Sutarjia (2020) opine that EQ is an essential concept because a person who can  
81 understand his/her and other's emotions will be able to control negative emotions when s/he has to interact  
82 with other people or when s/he is faced with stressful situations. Nelson and Low (2011) define EQ as a skill,  
83 behavior, and unique attitude that can be learned and applied to increase self-satisfaction, achievement, and  
84 career effectiveness. From this explanation, it can be ascertained that what is meant by EQ in this research  
85 is one's ability to know oneself and to interact with other people, which is marked by a) self-awareness; b)  
86 selfregulation; c) self-motivation; d) empathy; and e) the ability to develop relationships with other people.

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

97 Mangkunegara and Puspitasari (2015:151) assert that teachers' competencies comprise four dimensions,  
98 namely: a) pedagogical competence, b) personality competence, c) professional competence, and d) social  
99 competence. Nessipbayeva (2012:149) mentions several characteristics of competency: a) the mastering of one or  
100 more skills; b) knowledge, skill, and attitude; c) something that can be observed, measured, and demonstrated.  
101 Uno, Umar, and Panjaitan (2014: 162) add that teachers' competencies are the skills or abilities that teachers  
102 possess, which are indicated in three sub-competence: a) competence related to their professional duties as  
103 teachers (pedagogical competence); b) competence related to their circumstances (personal competence); c)  
104 competence related to the society or their environment (social competence). Pedagogical competence is an  
105 ability associated with a vast knowledge of the subject matter to be taught master the methodology of delivering  
106 subject matter. Zand and Ilanlou (2011: 1145) expound that the characteristics of professional teachers are: a.  
107 emphasizing on human relationship and cooperation to improve learning conditions; b. emphasizing more on  
108 the consequences of learning instead of the products; c. emphasizing on learners' self-evaluation and teachers'

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109 responsibilities on students' learning process; d. creating opportunities for the development of students' internal  
110 motivation; e. improving assessment sources and data validity; f. providing descriptive feedback to bring about  
111 improvement and development of students' performance; g. designing an evaluation system modulation with  
112 the school social system. As stated by Ilanlou and Zand, professional teachers' characteristics prove to be more  
113 indicative of the role of emotional intelligence' in teachers who can make their students feel comfortable and  
114 motivated during the learning process. This aspect is central to professional teachers' performance.

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

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

## 131 **2 II.**

### 132 **3 Research Method**

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

#### 139 **4 a) Variables and Research Indicator**

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

#### 142 **5 b) Validity Test and Instrument Reliability**

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

### 145 **6 Results**

#### 146 **7 a) Requirement Analysis Test**

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

#### 155 **8 b) Correlation Analysis and Simple Regression**

156 Plural correlation analysis between teachers' EQ (Y) and teachers' competencies (X) resulted in the correlation  
157 coefficient value of  $R = 0.730$  (see Table 4).

158 It means that the correlation between competencies (X) and EQ (Y) was 'positive and strong', which shows  
159 that the higher the competencies of a teacher, the higher the emotional intelligence. Next, the coefficient of  
160 determination ( $R^2$ ) showed the value of  $= 0.532$ . It is significant because the value of  $\text{sig } F < 0.05$  ( $0.00 < 0.05$ )  
161 showed that the contribution of competencies (X) to the construction/development of EQ (Y) was as much as  
162 53.2 %, while the remaining 46.8% was influenced by other factors (external factors). The results of the analysis  
163 of correlation coefficient and coefficient of determination can be seen in Table 4 below: The result of the analysis

## 11 CONCLUSION

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164 of variance (ANOVA) of the correlation between competencies (X) and EQ (Y) can be seen in Table 5 and Table  
165 6 below: Based on the result of simple regression coefficients as shown in Table 6, it can be formulated the simple  
166 linear regression model of the correlation between teachers' competencies (X) and teachers' EQ (Y) was  $Y =$   
167  $0.656 + 0.803 X$ . The significance tests result on regression constant was  $a = 0.656$  with the sig of  $= 0.250$  (see  
168 Table 6). It indicates 'insignificance' because the value of sig  $> 0.05$  ( $0.250 > 0.05$ ) which means that constant  
169  $a = 0.656$  doesn't give any real (only a little) influence on the formation/development of teachers' emotional  
170 intelligence.

171 The result of significance tests on simple regression model  $Y = 0.656 + 0.803 X$  indicated 'significant', because  
172 the value of sig  $0.00 < 0.05$  and the value of  $F = 38.694$  (see Table 5). It indicated that the model  $Y = 0.656 +$   
173  $0.803 X$  is significant and can be used to predict teachers' EQ level by using teacher's competencies data (X) if  
174 such data is known. Simple linear regression model  $Y = 0.656 + 0.803 X$  suggests that if the element of teachers'  
175 competencies is nonexistent or  $X = 0$ , the level of teachers' EQ is  $= 0.656$  (score below 1 = very low) in a scale  
176 of 1 to 5. The element of competence has a high sensitivity level of influence on the formation of EQ of  $= 0.803$ .

## 177 9 IV.

## 178 10 Discussion

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

187 As stated by Mortiboys in Pishghadam and Sahebjam (2012: 234), teachers have high emotional intelligence,  
188 which implies that they can a) recognize students' emotions; b) develop students' positive behaviors; and c)  
189 help students 'feel competent', which in this case means students feel 'confident' in their competence, such as  
190 the subjects/materials they are learning, good personality (in the normal range, not the extreme left) that they  
191 have, and good social relations with others/their surroundings. The implication of teachers with high emotional  
192 intelligence, as Mortiboys claims, is that high EQ is an absolute requirement for professional teachers because they  
193 must be able to: a) recognize students' emotions; b) develop students' positive behaviors; and c) help students  
194 feel process is subject to 'interpersonal interaction' and 'mutual adaptation' between teachers and students in  
195 which teachers' EQ is one of the important elements of teachers' professional development. It is a pre-condition  
196 for teachers to perform highly in the education field/learning that they focus on.

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

204 V.

## 205 11 Conclusion

206 In general, this research showed that: a) the correlation between teachers' EQ and teachers' competence was  
207 positive and strong with the coefficient correlation value of  $R = 0.730$  which indicates that the higher the  
208 competence of a teacher, the higher the emotional intelligence; b) coefficient of determination ( $R^2$ ) showed the  
209 value of  $= 0.532$  which indicates that the contribution to teachers' EQ was 53.2% while the remaining 46.8 % was  
210 caused by other factors (external factors); c) model  $Y = 0.656 + 0.803 X$  was a model that was very meaningful ,  
211 cannot be ignored, and can be used to predict the EQ of teachers by using the data of teachers' competencies (if  
212 the data is known); d) the simple regression model of  $Y = 0.656 + 0.803 X$  means that if the factor of teachers'  
213 competencies is nonexistent or  $X = 0$ , the level of teachers' EQ is only  $= 0.656$  in a scale of 1 to 5 (score below  
214 1 = very low); and e) teachers must always increase their pedagogical, personal, and social competence in order  
215 to increase their EQ in facing the rapid shift happening in the educational environment.

1

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' Pedagogical 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.

Figure 1: Table 1 :

2

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 ) III.	13	0.485 -0.794	0.901	Valid & Reliable

Figure 2: Table 2 :

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Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.730 <sup>a</sup>	.532	.23650	.532	38.694	1	34	.000	2.243

a. Predictors: (Constant), Competence  
b. Dependent Variable: Emotional Intelligence

Figure 3: Table 4 :

5

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.164	1	2.164	38.694000 <sup>b</sup>
	Residual	1.902	34	.056	
	Total	4.066	35		

a. Dependent Variable: EQ  
Intelligence. Predictors: (Constant), Competence

Figure 4: Table 5 :

6

Model	Unstandardized Coefficients	Standardized Coefficients	Sig.	Collinearity Statistics	
	Std. Error	Beta	t	Tolerance	VIF
1 (Constant)	.561		1.169	-.250	-
COMPETENCE	.29	.730	6.220	.000	1.000

Figure 5: Table 6 :

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