



## The Influence of Emotional Intelligence on the Professionalism of SMKN Teachers in Bandar Lampung City

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ARTICLE INFO	ABSTRACT
<p><b>Artikel History:</b> Received: 02 October 2022 Revised: 22 December 2022 Published: 13 January 2023</p>	<p>This study aimed to explore, study and analyze the influence of teacher emotional intelligence on teacher professionalism at SMK Negeri Bandar Lampung. This research is quantitative research using the ex post facto method, the data collection technique is a questionnaire through five answer choices and initial testing of research tools, including validity and reliability tests. Hypothesis testing is done using simple linear regression analysis. The total population of this study was 695 teachers, with the sampling technique using the Taro Yamane formula and a sample of 237 teachers was obtained. The study results, in general, indicate a positive and significant influence of emotional intelligence on teacher professionalism.</p>
<p><b>Keywords:</b> Kecerdasan Emosional Profesionalisme Guru Emotional Intelligence Teacher Professionalism</p>	<p>Tujuan penelitian ini adalah untuk menggali, mengkaji dan menganalisis pengaruh kecerdasan emosional guru terhadap profesionalisme guru di SMK Negeri Kota Bandar Lampung. Penelitian ini merupakan penelitian kuantitatif dengan metode ex post facto, teknik pengumpulan datanya adalah angket melalui lima pilihan jawaban dan pengujian awal alat penelitian, meliputi uji validitas dan reliabilitas. Pengujian hipotesis dilakukan dengan menggunakan analisis regresi linier sederhana. Jumlah total populasi penelitian ini adalah 695 guru, dengan teknik pengambilan sampel menggunakan rumus Taro Yamane dan diperoleh sampel sebanyak 237 guru. Hasil penelitian secara umum menunjukkan adanya pengaruh positif dan signifikan kecerdasan emosional terhadap profesionalisme guru.</p>



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## INTRODUCTION

Education is a means to improve quality human resources (Firmansyah, 2013; Puskur Dikbud Ristek, 2021) and its role in preparing future generations (Muhson, 2012; Praja et al., 2014). The teacher is the main character in learning to achieve good quality education (Kurniasari, 2013; Ridwan et al., 2016). Therefore the quality of education in schools is largely determined by professional teachers (Praja et al., 2014; Yunus, 2016).

Teaching is a professional job, so teachers need to act professionally (Muhson, 2012; Yunus, 2016). Professional title is a source of pride for teachers (Rahman, 2015). While professionalism itself must always come with very high consequences, the spirit of education that never dies and skills that never stop developing because of technological developments (Anwar, 2020; Sanaky, 2005). by a person who is a source of income and requires expertise, skills or competence with binding education, skills and responsibilities (Kemendikbud RI 2017). Teacher training and professional development correlate with legislation (Potolea & Toma, 2015).

Professional teachers will be reflected in the implementation of service tasks characterized by expertise in both material and methods (kunandar, 2010). Professional teachers can be seen from the achievements shown and the works created (Anwar, 2020; Dewi, 2015) as a way to increase teacher professionalism through learning innovation (Anwar, 2020; Rahmad, 2018; Rosmawati et al., 2020; Setiawan & Sitorus, 2017). Moreover, it manifests itself in the responsibility to perform all its services (Dewi, 2015). Professional teachers must be able to assume and carry out their responsibilities as teachers towards students, parents, society, nation, state and religion (Sanaky, 2005).

Teacher professionalization is seen as a transition from ignorance to understanding, from immaturity to maturity, and from other-oriented to self-directed (Bafadal, 2009). The attitude of a professional teacher is reflected in the ability to master the program, master the subjects, master the methods, research, test and evaluate, loyalty to the task, discipline (Dewi, 2015; Sanaky, 2005), and teaching skills, personality, social and professional skills (Muhson, 2012) obtained through vocational training and education certificates and joining professional organizations (Dewi, 2015; Poniman, Sumadi, hasan, 2019; Yunus, 2016).

The reality in the field is that there are still teachers who have not been able to show professionalism as teachers. Factors for low teacher professionalism include: 1) teachers do not fully pursue their profession, 2) some universities produce random teachers, and 3) teacher motivation in improving self-quality (Hudalloh, 2019; Sihotang et al., 2019). For this reason, teachers must be able to come up with creative ideas in carrying out tasks so that it will produce good performance and form professional teachers (Syahrums et al., 2019). The smarter the teacher, the more able to develop their professional competence (Liestati, 2020).

Intelligence is a term used by philosophers, characterized by perception, memory, problem-solving, and the ability to distinguish between good and evil. Thorndike introduced three types of intelligence: mechanical, social, and abstract (Punia et al., 2015). This social intelligence is the predecessor of emotional and mental intelligence (Adibah, 2020; Puluhalawa et al., 2013).

The concept of emotional intelligence (EQ) was developed from Thorndike's theory by Salovey and Mayer and strengthened by Daniel Goelman (Punia et al., 2015). Initially, emotional intelligence further explores the problem of "why smart people are not successful people, both in business and personal life." (Murat & Damla, 2020). In fact, in the field of forming individuals who have good professionalism, the existence of EQ (emotional intelligence) is an aspect that has a very important content to synergize with other contexts of intelligence (Ahmed et al., 2016; Arshad et al., 2020). The dimensions of emotional intelligence include interpersonal and intrapersonal, compatibility, and self-control, which fall under the four general abilities of self-awareness, self-management, social awareness, and relationship management (Fallah et al., 2015; Punia et al., 2015).

A teacher with a high EQ can be seen from the ability to adapt to other teachers and different situations based on a positive attitude toward all aspects of life and is often described as a person who is disciplined, warm, patient, and positive (Agustian, 2012; Fallah et al., 2015; Mantu et al., 2018).

This will be inversely proportional if someone with an inability to manage emotions is considered as one of the main causes of stress and conflict, especially if it includes interpersonal interactions and group relationships (Bar-On et al., 2000; Fallon et al., 2013).

The results of a literature search show that there have been many studies discussing the theme of emotional intelligence in teachers (Kurniasari, 2013; Mantu et al., 2018; Puluhalawa et al., 2013; Sulaiman et al., 2018) employees (Muyia, 2009; Rahmasari, 2012) nurse (Kaur et al., 2013). However, research on this topic is still rare in the context of a teacher's professionalism in vocational high schools. Looking deeply at emotional intelligence in the professional development of vocational high school teachers, it is, therefore, necessary to conduct a field study on this research theme.

## METHOD

This research uses a quantitative approach through the ex post facto method because it examines events that have occurred to determine the factors that influence these events. The variables in this study include the independent variable, teacher emotional intelligence (X), and one dependent variable, teacher professionalism (Y). The population in this study were all teachers of the State Vocational High Schools in Bandar Lampung, totaling 695 teachers.

The sampling technique in this study was Proportionate Random Sampling. The number of samples was determined using the Taro Yamane formula, and a total sample of 237 teachers was obtained. The research instrument used a closed questionnaire. Data analysis with simple linear regression analysis through the help of the IBM SPSS version 24 program (Romie, 2017).

## RESULT AND DISCUSSION

Before the data were analyzed, the analysis prerequisites were first tested, including the normality test, homogeneity test, linearity test, and multicollinearity test. The Kolmogrov-Smirnov test for testing the normality of the data shows that all p-numbers are greater than 0.05, which means that the data is normally distributed at a significance level of 0.05. The homogeneity test on the emotional intelligence variable is that the data has a homogeneous variance because the value of the probability variable (Sig.) is greater than 0.05. The linearity test between the emotional intelligence variable and the teacher professionalism variable shows a p-number greater than 0.05, which means that the regression model is linear. Testing the multicollinearity variable emotional intelligence with a sig. (2-tailed)  $0.000 < 0.05$  so that there is multicollinearity between the independent variables.

**Table 1. Coefficient of Emotional Intelligence and Professionalism**

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
<b>1</b>	(Constant)	30.856	5.185		5.951	.000
	Emotional Intelligence	.567	.073	.452	7.812	.000

**a. Dependent Variable: profesionalisme**

The results of the above calculations show that the  $t_{test}$  for the emotional intelligence variable is 7.812 and the level of significance (sig.) 0,00, while the  $t_{table}$  with  $dk \ n-2 = 237-2 = 235$  and  $\alpha = 0.05$  thus obtained  $1645 \ t_{test} > t_{table}$  or  $7,812 > 1,645$  at the significance level  $< 0,05$  then  $H_0$  is rejected and  $H_1$  is accepted, meaning that emotional intelligence has a significant effect on teacher

professionalism in the city of Bandar Lampung. Thus the research hypothesis states: "There is a positive and significant influence of teacher emotional intelligence on the professionalism of SMKN teachers in Bandar Lampung City." acceptable and proven to exist.

**Table 2. The Effect of Emotional Intelligence on Professionalism**

Model	Model Summary <sup>b</sup>			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.452 <sup>a</sup>	.204	.201	5.34074
<b>a. Predictors: (Constant), Emotional Intelligence</b>				
<b>b. Dependent Variable: Professionalism</b>				

The results of the correlation coefficient test are shown in the Model Summary table. The table shows an R2 score of 0.452; this means that the emotional intelligence variable's influence on SMKN teachers' professionalism in Bandar Lampung City is 45.2%, while the remaining 54.8% is influenced by other variables not included in this study.

Emotional intelligence is a person's ability to manage his emotional life with intelligence, maintain emotional harmony and express it through self-awareness, self-control, empathy, and social skills. (Goelman, 2000; Punia et al., 2015). The environment highly influences emotional intelligence, is not sedentary, and constantly changes (Puluhulawa et al., 2013). For this reason, the role of the environment, especially parents in childhood, is very influential in forming emotional intelligence forming responsible characters, and having professional values (Muhson, 2012).

Emotional intelligence consists of interpersonal intelligence, namely the ability to understand other people, what motivates them, how they work, and how to work hand in hand with intelligence (Singh, 2006). Meanwhile, intrapersonal intelligence is a correlative ability but directed inward. This ability is to form a model of oneself that is thorough and self-referential and use capital as a tool to lead an effective and efficient life towards a professional level.

The results of the research that has been done show that there is an influence of teacher emotional intelligence on teacher professionalism (Mujiono, 2020). Professional teachers in addition to meeting academic qualifications, professional certificates must also always develop their knowledge by reading or becoming a learning teacher (Anwar, 2020; Bafadal, 2009; Hardiyanto, 2009).

The results of this study illustrate that the emotional intelligence of teachers has a positive and significant influence on increasing teacher professionalism. Emotionally intelligent teachers are optimistic, adaptable, collaborative, authoritative, open, approachable, and enthusiastic. The ability to manage a class, create good relationships with students, and foster teamwork describes a teacher's emotional intelligence (Arshad et al., 2020; Mantu et al., 2018; Puluhulawa et al., 2013).

The influence of emotional intelligence on teacher professionalism can be seen in the teacher's attitude toward serving and educating students (Rayung & Ambotang, 2018). Because emotional intelligence can positively and significantly increase teacher professionalism, emotional intelligence is absolutely necessary so that teachers can achieve success in carrying out their professional duties.

## CONCLUSION

The results of this study indicate that teachers' emotional intelligence must be maintained and increased gradually because it has a positive and significant effect on the professionalism of state vocational teachers in the city of Bandar Lampung. Many things affect teacher professionalism; teacher professionalism has at least four competencies: academic competence, personal competence, social competence, and professional competence. In addition, they must master the program, master

the subjects, master the learning and assessment methods, be loyal to the task, be disciplined in the education and training process, have a teacher's certificate, attend the training process, and join a professional organization. This study recommends that all stakeholders pay more attention to and evaluate teacher performance.

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