

The Model of Students' Emotional Intelligence of Professional Education Program in Indonesia

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ABSTRACT

Article History:

Received : 23-10-2024

Revised : 18-12-2024

Accepted : 21-12-2024

Online : 11-01-2025

Keywords:

Self-awareness;
Self-management;
Social awareness;
Professional education
program.



Recently, there has been a noticeable increase in the significance of students' emotional intelligence (EI) and personality traits regarding self-awareness, self-management, and social awareness. This is to guarantee that their workforce is trained successfully and continuously produces good results. The aims of the study are as follows. (1) to assess how well the proposed model fits the students' data, and (2) to identify the connection between EI domains. The authors opted for a cross-sectional study design by questionnaire survey for EI domains. A total of 1,284 students were involved in this research. The purposive design procedure that resulted in the sample selection involved five departments within the Professional Educational Programs at Universitas Muhammadiyah Purwokerto in Indonesia. The structural model includes all of the interdependencies between the variables. Statistics for Windows 24.0 and Analysing Moment Structures (AMOS) 24 Version were utilized for data analysis. According to the findings, students' levels of self-awareness significantly affect their ability to self-manage in professional education programs, and vice versa. Thus, our study strengthened the idea that EI with an emotion-response process mask is a quality requirement for effective students in any kind of learning environment.



<https://doi.org/10.31764/jtam.v9i1.27483>



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A. INTRODUCTION

Nowadays, it's a constant struggle for all businesses to adapt to the ever-shifting environment. The educational revolution, stakeholder expectations, educational innovation, and globalization have all had profound effects on numerous companies, including the professional education system (Wang, 2021). A decrease in achievement is just one of many problems brought about by the fight for survival in this setting, which affects both students and teachers. To begin, the government of Indonesia provided a great deal of funding and infrastructure to improve academic achievement. The importance of the education sector in Indonesia cannot be overstated, since it accounts for 60% of the country's GDP, surpassing even the health and security sectors (Saodi et al., 2024).

Effective and organized administration of educator leaders is crucial for maximizing their services to students in schools (Lewandowska et al., 2022). Students should, therefore, be protected from mental and physical stress while they cope with organizational changes, changes to laws and communication technology, and changes to the educational system as a whole (Rosepti, 2022). Academic programs are under continual pressure to develop new

strategies and innovative approaches to ensure their institutions' continued success and competitiveness (Shen, 2022).

According to studies, people's actions might differ significantly when faced with new circumstances (Mena, 2020; Simal et al., 2022). Changes mostly affect several facets of character, including emotional intelligence and personality. Regarding meeting organizational goals and prospering in a dynamic environment, previous studies have shown that emotional intelligence and personality play a crucial role (Thaintheerasombat & Chookhampaeng, 2022). The educational establishment's top brass should rethink, reorganize, and reapply their strategies if they want to stay in competitive sectors. To rephrase, they put in a lot of effort to adjust to new situations so that Indonesia's educational system can remain strong and be acknowledged as sustainable in a brutal market (Saodi et al., 2024). Individuals and academic institutions alike may find these ongoing endeavors to be extremely demanding. According to Safoury & Ghalia (2023), a lot of things might hinder an organization's capacity to implement change, including a lack of a clear vision and strategy, problems with socializing and management, resistance to change, and a lack of trust and communication among others. The emotional reaction to performances and personality of educational systems are crucial factors in determining their viability and competitiveness.

The students must have good management skills while leading a structured group. Learning is not a free activity, but it may be financially lucrative with the right kind of management (Santoso & Prapunoto, 2024). Consequently, effective self-management in school organizations can reduce costs without sacrificing the continuation of high-quality services to the educational institution (Carden et al., 2022). Teams are significantly more effective than individuals in achieving collective goals. This highlights the critical need to coordinate students' intelligence, especially regarding psychological conceptions. Also, when it comes to boosting organizational effectiveness and improving work performances, there has been a recent uptick in the importance of students' emotional intelligence (EI) and personality attributes in self-awareness, self-management, and social awareness.

A fundamental question in the most recent EI debates has been the relative predictive power of trait EI, as measured by self-report/self-assessment tests, and more traditional personality traits. Cordeiro et al. (2021), Safoury & Ghalia (2023) found that trait EI could be a helpful construct for predicting physical complaints, coping mechanisms, ruminating, and life satisfaction. Still, the academic performance of characteristic EI is unclear (Ying & Kutty, 2023). Mahoney et al. (2021), Rosepti (2022) are among the many research that has shown EI to be distinct from personality. They used the 16PF to gauge personality and a characteristic and ability to gauge emotional intelligence. However, Cordeiro et al. (2021) found a favorable correlation between emotional intelligence and intuitive functioning but not with feeling. This study shows how muddled the connection is between EI and self-awareness (SAW) character traits.

Students with greater EI are perceived by their subordinates as being more proactive. After accounting for attribution style, they still showed that SAW and constructive transactional characteristics varied with EI. Students can control their own emotions, show restraint, and put off gratification until later. Such students inspire confidence and admiration in their followers. In keeping with the core of idealized influence, this would be the case. Students who score high

on the EI component are better able to gauge the degree to which their followers' expectations might be elevated (Vacacela & Ramirez, 2020). This is connected to the SAW's inspirational motivation subcomponent.

One previous definition of emotional intelligence was the ability to recognize and manage one's own and other student's emotions (Intang, 2021). Having these abilities is beneficial because it means that a person can remain motivated even when faced with obstacles, manage his or her own emotions, empathize with others, and, ideally, succeed (Cordeiro et al., 2021). An individual's capacity to lead effectively in social awareness (SOA) is heavily dependent on their emotional intelligence, which has expanded to include a broad variety of feelings, motives, and personality qualities. The ability to monitor one's own and other people's emotions is one of the two primary traits of good students (Sekarningrum et al., 2020). The results showed a strong relationship between SOA and overall EI. There was a robust relationship between EI and all of the SOA dimensions; however, the dimensions of EI and emotional regulation were most strongly correlated with this type of SOA (Wahyu et al., 2022). Students who viewed themselves as transformational rather than transactional reported being able to: identify and communicate their own emotions; use emotional intelligence to solve problems; understand and manage their own and others' positive and negative emotions; and effectively control their emotional states.

EI is the one quality that all great leaders have in common (Goleman, 2020). But he stresses again that no amount of training, intellectual prowess, or creative output will make a student who lacks EI a great person. That fits with what Nasrah & Elihami (2021) found: that EI is a popular tool for both identifying potential leaders and managing current leaders to hone their talents. Their findings suggest that the ability to recognize and manage one's own and other's emotions—a measure of EI—may be a prerequisite for self-management (SMA). Zulkifle and Aziz (2023) found that SMA and SAW are related. On the flip side, SMA was not associated with aggressive, passive, or laissez-faire management styles. According to research by Jailani and Utami (2023) students who scored higher on the SAW scale were more influential and productive. Both in theory and in practice, they found that SMA behaviors were associated with SAW (Lailatussaidah et al., 2021). They determined that people with high SAW exhibited more SMA behaviors. As per the claims made by Ebieme et al. (2024) SAW is linked to contingent reward and the three components of SOA (idealized influence, inspiring motivation, and personalized consideration). In line with this, Wahyuno et al. (2021) discovered that three characteristics of SOA—charismatic, inspirational motivation, and personalized consideration—were linked to SAW. In a similar Murry et al. (2023) discovered some proof that relates SAW to SOA abilities.

Students who can regulate their emotions and set a good example for their followers can gain their respect and loyalty, which is in line with the idealized influence component of SMA. Among the SMA components of idealized traits and actions was the capacity to keep tabs on one's own and other students' emotions. As a result of their proficiency in empathizing with others, students who score high on the SOA scale can gauge the degree to which they inspire their followers to achieve more. Not only that but Safoury & Ghalia (2023) discovered that the ability to comprehend the requirements of followers and respond appropriately is a crucial part of SMA concern. Personal attention is likely to be displayed by students with SMA, who are

characterized by a focus on empathy and effective relationship management. Furthermore, the capacity to see and control one's own and other people's emotions is substantially related to the inspiring motivation and personalized consideration aspects of SOA (Istiqomah et al., 2021). One of the fundamental qualities that defines the individual component of successful contemplation is the capacity to keep one's emotions under check.

According to Lailatussaidah et al. (2021) an emotionally intelligent student is one who can keep their emotions in check in relationships, which helps them to read their followers' signals and respond appropriately (which is connected to the idea of personalized care). The capacity to see and control one's own and other emotions was found to be strongly associated with the SMA, SAW, and SOA consideration aspects of EI. Students with high levels of EI exhibit transformational behaviors (Nurmiati et al., 2024). Research like this is essential for understanding what drives students to participate in a structured manner and give their best performances. Here are the goals of the study 1) to diagnose the link between EI domains; 2) to evaluate the suggested model's fit to the students' data sample. While EI plays a crucial role in SMA, SAW, and SOA conduct. Hypothesis 1: The SAW is influenced by their SMA; Hypothesis 2: The SOA is significantly influenced by SAW; Hypothesis 3: The SOA is significantly influenced by SMA.

B. METHODS

1. Research Design

The researchers chose a cross-sectional study strategy. Using questionnaires and survey methods, this study gathers data in the organization's context as it is (Ishtiaq, 2019). A sufficient technique is the method by which members of the intended audience are chosen. To summarise, sampling involves picking a representative cross-section of a population to research to conclude the whole population based on the characteristics of the respondents in the sample (Creswell, 2009).

2. Participants

Five departments in Professional Educational Programs at Universitas Muhammadiyah Purwokerto of Indonesia provided the data used in this study. Mathematics Education, Primary Education, Social Studies, Indonesian Language and Literature, and Vocational Education Professional Programs were all part of the purposive design process that ultimately led to the selection of the sample. The total number of participants in this study is 1.284 students. The chosen programs for each subject are chosen for this reason: they are personally involved in (1) actively participating in professional educational program administration by helping students divide up their responsibilities, and (2) formally have a position that may be described as a student within the school.

3. Instrumentation

Two multilingual translators, both of whom were native Indonesian speakers, worked separately to translate the instruments into the Indonesian language (forward translation). After reviewing both versions, researchers made revisions and ultimately settled on a single Indonesian version. A native English speaker with strong Indonesian language skills then

retranslated it into English. After that, the researchers generated the final Indonesian instruments after more talks and revisions based on the back and forward versions. To assess its psychometric qualities and ensure it is suitable for use in Indonesian culture, a small sample of 22 students was given the Indonesian Emotional Intelligence Questionnaire (IEIQ). The IEIQ - 30 items had an overall Cronbach's alpha of 0.753, indicating that they were dependable. The final instruments, which were titled IEIQ, were developed after these results and further respondent feedback about the questionnaire's contents informed further revisions. These were the tools used to collect data for the study.

At the same time, the survey package includes parts that assess demographic data, SAW, SMA, and SOA. There are Indonesian and English versions of every section of the survey. To make sure the translation was accurate, the back translation process was employed. Concerning the demographics, the survey asked participants to indicate their age, gender, and experience teaching at school. Three subscales, "self-physical", "self-spiritual" and "self-emotional," were taken from the SAW Scale to evaluate students' awareness, while three subscales, "knowledge and belief," "self-regulation," and "self-skill" make up the SMA Scale, which measures the students' management intelligence. The last four subscales, "inherent strength", "empathy", "compassion", and "curiosity" were made up of the SOA scale to provide students' social responses. Respondents were allowed to provide their opinions using the Likert Scale in this survey.

4. Data Collection and Statistical Analysis

The research team and their aides met on the scheduled meeting day to brief prospective participants and ask them to take part in the study. To help them better grasp the study's purpose, methodology, and instruments, as well as their roles and responsibilities, we provided them with an information sheet outlining all of the details. Participants completed the following instruments in the following sequence: Personal Information Form, and The IEIQ survey. After an agreement was reached, they signed a written consent form. After it was over, they were thanked for taking part. Anyone absent on the day of study was still expected to complete the task. To assist with the administration of the instruments, a student coordinator was selected and received short training. In addition to returning finished instruments to the investigators in stamped, labeled envelopes, he or she helped collect instruments for future use.

A total of 1.221 participants (95.1%) were able to finish the survey. Following the screening process, a total of 1.205 questionnaires (93.8% of the total) were included in the analysis; 632 of these were male and 573 were female. Analysing Moment Structures (AMOS) 24 Version and SPSS for Windows 24.0 were used to analyze the data. For all scales, the dependability estimate was based on internal consistency. Table 1 displays the results of the α -Cronbach test, which was conducted for this objective. The criterion validity was determined by doing an inter-item correlation analysis using Pearson. The results showed that the IEIQ seed score ranged from .504 to .639.

5. Structural Model

The interdependencies between each variable are modeled by the structural model. The relationship might be causative or just correlative. Two arrows on a single line denote a correlation, while a single arrow pointing in one direction denotes an effect. The interrelationships of the different variables (SAW, SMA, and SOA) are illustrated in Figure 1.

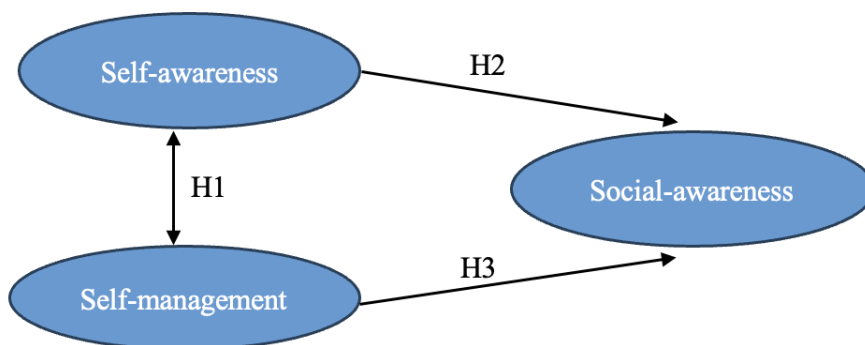


Figure 1. Linking Model of Study

Before looking at the structural link between constructs, a two-step structural equation modeling (SEM) procedure was performed to validate and confirm the reliability of the measures (Byrne, 2019). As it offers a consistent approach to parameter estimation problems that may be built for various estimate situations, the maximum likelihood was chosen for the estimation approaches in this work. Meanwhile, the construct measurement's reliability, convergent validity, and discriminant validity were evaluated to assess the measurement model. The reliability analysis was validated by examining the composite reliability values and Cronbach's alpha. Composite reliability values and Cronbach's alpha levels of more than 0.70 indicate adequate dependability (Hair et al., 2014). Both results were higher than the suggested value, which indicates satisfactory dependability among the measures.

C. RESULT AND DISCUSSION

1. The Participants Data

A total of 1,221 students (or 95.1% of the total) took part in this research. There were 632 male respondents (51.8%) and 573 female respondents (46.9%). There were 107 people (41.8% of the total) in the 21–25 age group, 102 people (34%) in the 26–30 age group, and 24.2% in the 18–20 age group. In contrast, when asked about their years of teaching experience, 48.3% had fewer than two years, 33.2% had two to three, and 18.5% had four to five. The data from the participants in this study can be seen in Table 1.

Table 1. Statistical Description of The Study

Aspect of Demographic	Frequency	Percent (%)
Gender:		
Male	632	51.8
Female	573	46.9
Age:		
18-20	296	24.2
21-25	510	41.8

Aspect of Demographic	Frequency	Percent (%)
26-30	415	34.0
Experience in Teaching:		
Less than 2 years	590	48.3
2 - 3 years	405	33.2
4 - 5 years	226	18.5

2. The Reliability of Data Construct

There was a 0.844 Kaiser-Meyer-Oikin (KMO) value for the SAW scale items. A value of 0.823 was found for the SMA scale when contrasted with the computed value of the SOA scale, which was 0.783. Factor analysis on the components of the construct can proceed without major multicollinearity issues since all three of these values are greater than 0.50. The three-part Barlett's Test of Sphericity yielded a 0.000 value, which, when paired with a 0.05 probability level, was deemed statistically significant (Byrne, 2019). Thus, it is clear that the items are suitable for use in factor analysis. The concept of dependability was employed in this study to ensure that the survey results are consistent with each other. The responses were suitable for this inquiry since they were given on a Likert scale and their reliability value (as evaluated by Cronbach's alpha) was greater than 0.70. Meanwhile, at first, there were 42 items on the IEIQ. Several items were discarded because they did not meet the recommended value or had lower loadings. To that end, Table 2 shows that the last item with loadings over the cutoff of 0.70. In addition, the CR is greater than 0.60 and the AVE is greater than 0.50. Convergent validity was achieved, according to these results. Reliability and factor loading for the study's components were impressively shown in Table 2.

Table 2. The Reliability and Confirmatory Factor Item Loading

Construct	Sub-construct	Item	Loading Factor	Cronbach' Alpha	CR	AVE
SAW	COM	SAW1	0.553	0.763	0.744	0.664
		SAW2	0.656			
		SAW3	0.646			
	CHA	SAW4	0.575	0.858	0.746	0.642
		SAW5	0.635			
		SAW6	0.764			
	CO	SAW7	0.633	0.763	0.774	0.778
		SAW8	0.565			
		SAW9	0.675			
SMA	SF	SMA1	0.733	0.866	0.747	0.842
		SMA2	0.777			
		SMA3	0.645			
	EN	SMA4	0.732	0.878	0.856	0.744
		SMA5	0.664			
		SMA6	0.655			
	ENV	SMA7	0.734	0.863	0.634	0.634
		SMA8	0.746			
		SMA9	0.664			
SOA	JL	SOA1	0.533	0.883	0.725	0.732
		SOA2	0.654			
		SOA3	0.724			
	SC	SOA4	0.666	0.785	0.764	0.753

Construct	Sub-construct	Item	Loading Factor	Cronbach' Alpha	CR	AVE
		SOA5	0.535			
		SOA6	0.667			
	EP	SOA7	0.634	0.968	0.7432	0.756
		SOA8	0.626			
		SOA9	0.788			
	AP	SOA10	0.556	0.742	0.724	0.735
		SOA11	0.644			
		SOA12	0.525			

Note. SAW=Self-awareness; COM= self-physical; CHA= self-spiritual; CO= self-emotional; SF= knowledge and belief; EN= self-regulation; ENV= self-skill; JL= inherent strength; SC= empathy; EP= compassion; AP= curiosity; SMA= Self-management; SOA= Social-awareness; CR= Composite Reliability; AVE= Average Variance Extracted; CR>0.6; AVE>0.5; significant at p<0.05

As shown in Table 2, this study consists of ten sub-constructs. A grand total of thirty separate SAW, SMA, and SOA constructions exist, with twelve different SOA types, nine different SMA types, and nine different SAW kinds. Each of the nine SAW items (SAW1–SAW9) contains three COM, CHA, and CO sub-constructs. There are a total of nine items for SMA (SMA1–9), with three things each including SF, EN, and ENV. So now the SOA, which is comprised of JL, SD, EP, and AP sub-constructs for every three items, has access to SOA1 through SOA12.

3. The Validity of Data Construct

Item loadings, AVE, and CR were examined to determine convergent validity. The loadings, AVE, and CR should all be more than 0.70 (Kline, 2017). Whereas, the level of discriminant validity refers to how different a construct is from other constructs in terms of empirical evidence. What this means is that for a construct to be discriminantly valid, it must be distinct from other constructs in the model and be able to capture phenomena that the others do not. One way to check for discriminant validity is to look at the indicator cross-loadings (Ishtiaq, 2019). To be more precise, an indication should have a higher outer loading on its linked construct than on any of its other loadings put together. According to Table 5, the first criterion of discriminant validity was confirmed because all items measuring a given construct had a high load on that construct and lesser loadings on the other constructs. Next, we compare the latent variable correlations to the square root of the AVE values using the Fornell-Larcker criterion (Byrne, 2019). In particular, there should be no construct whose square root of AVE is less than its maximum correlation with all other constructs. Table 3 shows that all concept indicators show sufficient discriminant validity, with square correlations below the AVE. There was sufficient evidence of convergent and discriminant validity in the measuring model.

Table 3. The Validity of Constructs

No.	Construct	1	2	3
1	Self-awareness	0.856		
2	Self-management	0.532	0.851	
3	Social-awareness	0.521	0.424	0.852

The recommended value of 3.0 (Byrne, 2019) is higher than the Chi-square/df ratio (0.237), as seen in Table 4. The RMSEA value of 0.058 was lower than the threshold value of 0.08 (Kline, 2017). All other indices, including estimates for GFI, CFI, IFI, and NFI, were higher than the cutoff value of 0.90 (Kline, 2017). The model's goodness-of-fit indices seem to be sufficient, according to the results.

Table 4. The Fit Indices of Study

Fit Indices	Recommended Level of Fit	Current Model
Absolute Fit Measures		
X ² (Chi-square)		4266
df (degree of freedom)		18
Chi-square/ df (X ² /df)	< 3	0.237
GFI (Goodness of Fit Index)	> 0.9	0.942
RMSEA (Root Mean Square of Approximation)	< 0.08	0.058
Incremental Fit Measure		
CFI (Comparative Fit Index)	> 0.90	0.945
IFI (Incremental Fit Index)	> 0.90	0.957
NFI (Normed Fit Index)	> 0.80	0.924
AGFI (Adjusted Goodness of Fit Index)	> 0.80	0.983

Referring to Table 4, the analysis determines which model better describes the study's findings. First, check if the proposed model is consistent with the respondent's data using the fit index. For each of the three types of compatibility, there has to be a compatibility index that meets the minimal requirements. A Chi-Square/df value of 0.237, which is less than 3.0, and an RMSEA value of 0.058, which is less than 0.08, are part of the structural equation analysis results shown in Table 4. With indices of 0.945 for the CFI, 0.957 for the IFI, and 0.924 for the NFI, all three fit indices are outstanding. Evaluating each coefficient is essential when the model is compatible with the response data. Since the direction of the relationship (a positive one) is already known, a p-value less than 0.05 is considered statistically significant when testing a hypothesis.

4. Structural Model of Study

The three foundational elements of structural equation modeling (SEM) are unidimensionality, validity, and reliability. Priority is given to unidimensionality. Before doing a structural model analysis, it is necessary to complete a pooled CFA to meet these three criteria. To attain unidimensionality, it is necessary to guarantee that the loading factor exceeds 0.6 for every item and dimension. Convergent, construct, and discriminant validity can all be demonstrated using a CFA. Validity can be found in these forms. The measuring model is said to have convergent validity if and only if the AVE value can be used to validate all of its constituents. The component's average value is abbreviated as AVE. Discrimination validity was achieved when there were no items in the measurement model that measured the same two objects, and construct validity was achieved when the GOF was statistically significant. A correlation value below 0.4 between the two exogenous constructs also indicates discriminatory validity. The study's structural model is shown in Figure 2.

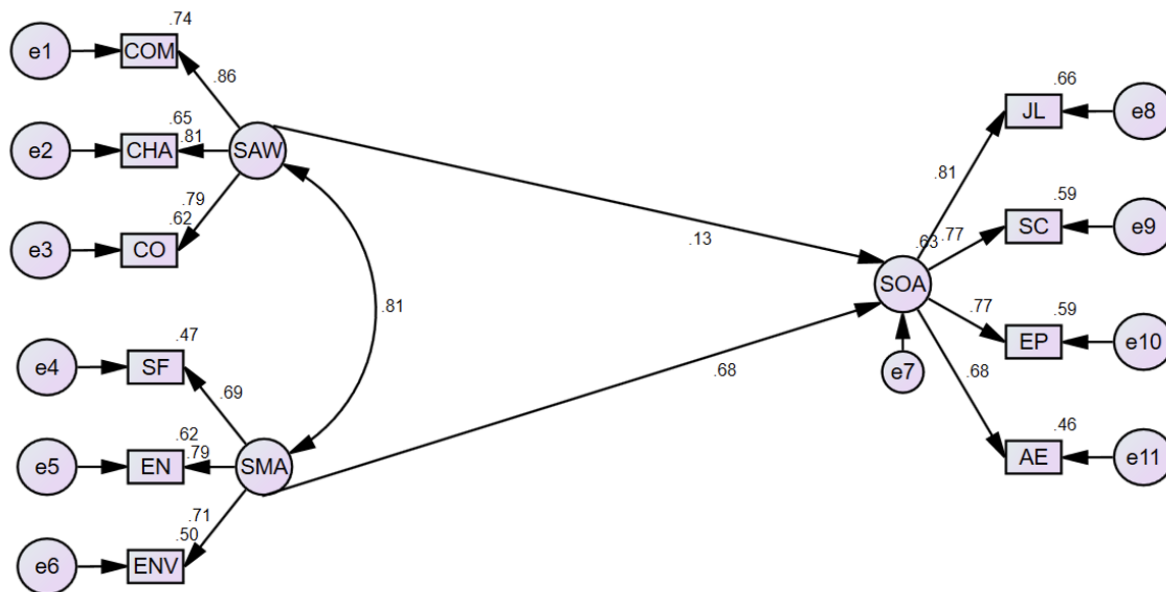


Figure 2. The Structural Model of The Study

The study considered three outward expressions of the parameters. Coefficients, critical ratios, and significant values ($p < 0.05$) are associated with the standard error (SE), critical weight (or standard regression), and critical value (or standard estimate). As coefficients, p and are considered to test the hypothesis. According to the following scale: "little contribution" = 0.10; "medium contribution" = 0.10–0.50; and "high contribution" = 0.50+. Levels of insignificance for contributions range from negative to very low (less than 0.1). Consequently, a negative p -value will lead to the rejection of the hypothesis, regardless of its significance. No matter how big the p -value gets, this holds. If the p -value is smaller than 0.05, we say that the result is statistically significant. Figure 3 shows that there is a very strong correlation between SAW and SMA. When looking at the relationship between SMA to SOA ($\beta = 0.68$), the same result may be obtained. While there is a relationship between SAW to SOA, the link is not very strong ($\beta = 0.13$). This is why Table 5 contains all the information about the correlations between the three constructs.

Table 5. The Structural Model Results

Path			β	S.E.	C.R	p	Results
CO	←	SAW	0.789	0.425	2.784	0.000	Significant
CHA	←	SAW	0.806	0.446	3.535	0.001	Significant
COM	←	SAW	0.859	0.621	0.557	0.005	Significant
ENV	←	SMA	0.708	0.067	1.572	0.053	No significant
EN	←	SMA	0.786	0.572	-2.673	0.013	No significant
SF	←	SMA	0.687	0.942	1.632	0.001	Significant
JL	←	SOA	0.813	0.064	4.556	0.000	Significant
SC	←	SOA	0.765	0.456	-0.453	0.034	No significant
EP	←	SOA	0.770	0.672	0.445	0.042	Significant
AE	←	SOA	0.680	0.688	2.462	0.001	Significant

Note. $p < 0.05$; β = standardized beta coefficients; S.E = standard error; C.R = critical ratio

A structural model was used to test the hypothesized associations, with t-values, p-values, and R2 as its outputs. Table 6 shows the path relationship between the constructs of this study. The first hypothesis (H1) states that self-awareness has a substantial effect on student's self-management skills in professional education programs ($\beta = 0.813$, S.E. = 0.056, C.R = 3.557, $p = 0.000$, $p < 0.005$). Whereas the second hypothesis (H2) states that self-awareness has a substantial impact on social-awareness ($\beta = 0.132$, S.E. = 0.424, C.R = 2.452, $p = 0.001$, $p < 0.005$), the third hypothesis (H3) states that self-management is associated with social-awareness ($\beta = 0.684$, S.E. = 0.045, C.R = 4.524, $p = 0.005$, $p < 0.005$). Hypotheses 1–3 are so supported.

Table 6. The Summary of Hypotheses Testing Results

		Path		β	S.E.	C.R	p	Results
H1	SAW	↔	SMA	0.813	0.056	3.557	0.000	Achieved
H2	SOA	←	SAW	0.132	0.424	2.452	0.001	Achieved
H3	SOA	←	SMA	0.684	0.045	4.524	0.005	Achieved

Note. $p < 0.05$; β = standardized beta coefficients; S.E = standard error; C.R = critical ratio

5. Discussion

The results lend credence to the idea that educational institutions and other organizational settings should offer their students sufficient opportunities to develop their EI (Ebieme et al., 2024). If students were more trained in emotional intelligence, they would be better able to express and control their emotions, which in turn would improve their performance and allow them to make consistent adjustments to their learning style and personality (Murry et al., 2023). It shows that the recommendation model was able to fit the data. This allows students to organize their work tasks based on their potential concerning the learning objectives and targets. However, this study's theoretical underpinnings give students a learning and emotional intelligence model for figuring out how to boost students' performance by analyzing their strengths and shortcomings.

The impact of EI with an emotion-response process mask as a quality criterion for successful students in any learning context was amplified by this study. This research adds to what is already known about the effects of EI-based learning styles on the subject of SAW, SMA, and SOA. This is in line with the claims made by Jailani & Utami (2023), Thaintheerasombat and Chookhampaeng (2022), Vacacela and Ramirez (2020) about the impact of EI on students' performance. Having emotional and social awareness is an integral part of being a good student (Masya & Kamil, 2019; Safoury & Ghalia, 2023). There is a favorable correlation between SAW and SMA, according to both theory and practice (Ying & Kutty, 2023). An exchange relationship between teachers and students is a hallmark of transformational awareness. Idealized influence, self-awareness, and self-management are the four pillars upon which transformative education rests. According to Fernández-Martín et al. (2021), transformational education is a powerful tool for improving learning results. Palmer emphasizes that elevated emotional states are a hallmark of transformational education (Lewandowska et al., 2022).

Meanwhile, students that higher on the SAW and SOA are believed to be more effective at motivating their teams to achieve common objectives and to act in ways that benefit the education as a whole. Subsequently, those with high SAW and SOA are adept at reading students' emotions and social situations (Sekarningrum et al., 2020). Students in SOA are sensitive to

their colleagues' feelings and wants and work to appeal to those sentiments to bring about the desired change (Falla, 2023). To be successful in social situations, emotional intelligence is crucial (Balyer & Özcan, 2020). Whereas, students in SAW are more likely to exhibit behavioural flexibility, which allows them to recognise and adapt to changes in group dynamics, according to research.

According to the results of this study, teacher effectiveness is greatly influenced by students' intrinsic drive. Many approaches have been taken to deal with issues caused by EI (Vitalaru, 2020). This leads many students to believe that EI ought to take precedence. According to Cordeiro et al. (2021), the solution to the SAW in SOA lies in convincing the EI. In addition, Nasrah and Elihami (2021) found that raising students' SAW in daily life can increase students' value of emotional and social in an educational context. Students can improve their SAW by shifting their perspective on the function of physical, spiritual, and emotional in the classroom (Santoso & Prapunoto, 2024). Students who see the potential of EI in the classroom are in a prime position to encourage their awareness to reach learning maturity.

Consequently, maintaining students' SMA requires a positive attitude toward management skills in the classroom (Istiqomah et al., 2021). By attending seminars that teach them new skills, students can feel more at ease managing stuff in the classroom (Vitalaru, 2020). The objective is for students to get a better grasp of managing their concerns and have better skills in class. As they put their newly gained knowledge and abilities to use in practical situations, students develop self-regulation. Because of advancements in SMA, students are making every effort to improve their knowledge and beliefs of success. Furthermore, students who had previously achieved difficult SOA objectives were more likely to make efficient use of empathy, compassion, and curiosity in the classroom to supplement learning and assess progress according to established criteria (Masya & Kamil, 2019).

The study's findings also reveal that professional educational programs in Indonesian schools are hesitant to adopt and use new forms of EI. From self-awareness to social awareness, there is a vast array of emotional intelligence. There is room for improvement in professional educational programs, though, according to the results. On top of everything else, students have to cope with the ineffectiveness of the present instructional design and the abundance of disruptions that ruin classes. After using EI in the classroom, students were much more engaged, and they worked together better and were easier to reach.

D. CONCLUSION AND SUGGESTIONS

Discussing the implications of EI in professional education programs and education settings is based on documented outcomes and practice. In addition, the current study's findings highlight the significance of helping students build emotional intelligence and promoting academic performance by creating a feeling of community and motivation. Similar to earlier educational contexts, higher education appears to be an investment in students' EI by helping them develop abilities that enhance it. Using this study as a springboard, further research into the efficacy of EI implementation across cohorts and professional education programs can go even further. This theory-driven study helps evaluate effective pedagogical techniques that foster EI among students of professional education programs by filling a gap in the current literature: a standardized method for assessing EI. However, there are a few

restrictions that need to be considered. There is a lack of data showing that EI tactics work in universities. One of the study's flaws is its tiny sample size. Further information is required in a variety of outcome domains. The long-term effects of EI need to be confirmed by more follow-up studies. In the future, there needs to be a thorough quantitative and qualitative assessment of EI in comparable courses.

ACKNOWLEDGEMENT

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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