

## Emotional Intelligence Profile of Prospective Teachers

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**Abstract:** This study is aimed to identify emotional intelligence profile of prospective teachers who graduate from faculty of education and teacher training of Raden Intan State Institute of Islamic Studies (IAIN) of Lampung, Indonesia. The studies was conducted by using a combined approach (sequential explanatory mixed (MEQI) and analyzed by using descriptive statistics calculated by using SPSS 20.0 Software. The second phase used a qualitative approach (multi-case single-site case study design), involved nine prospective teachers. Data was collected through in-depth interviews (depth interview) and analyzed with software NVivo 10. The results of this study at first phase showed that 25 prospective teachers (10%) have very low EQ index (<40), 125 prospective teachers (50%) had an index low EQ (41-60), 75 prospective teachers (30%) had moderate EQ index (61-80) and 25 prospective teachers (10%) have higher EQ Index (81-100). Meanwhile, the results of the second phase of the study found that the prospective teachers stated that EQ is a very method designs) through two phases. The first phase used a quantitative approach (cross-sectional) which involved 250 prospective teachers. The data was collected by using Malaysian emotional intelligence inventory important factor in the profession and increase their professionalism. Results of this study dealt in depth with various acquired earlier studies.

**Key words:** Emotional intelligence (EQ), prospective teacher, profession, prospective, Indonesia

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### INTRODUCTION

Interpreting the spirit of the Constitution in 1945 and Pancasila, the education in Indonesia is to develop skills and character as well as the civilization of dignity, in order to educate the nation, with aims to develop student's potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible. Realizing the goal of the law, the teacher is one of the essential elements that should be given attention. All aspects relating to the effort of improving the quality of teachers and prospective teachers in the national education sketch needs to be a serious agenda in the process of sustainable development. Emotional intelligence (EQ) is one of the important factors that help the realization of these objectives (Goleman, 1996, 1999; Weisenger, 1998; Weisinger, 1998). The Emotional intelligence (EQ) is important as some experts say because it is considered as the ability of the person to know the feelings of themselves and others,

the ability to control personal emotions, motivation and empathy is high and be able to establish relationships in harmony with others (Goleman, 1996, 1999; Weisenger, 1998; Weisinger, 1998; Sloan and Kring, 2007). All of these components are the important matter that must be equipped with the teachers and prospective teachers (Goleman, 1999; Bar-On *et al.*, 2000; Bar-On and Parker, 2000; Corey, 2003; Goleman, 1998; Huberman, 1989; Skovholt and Rozario, 2000; Nelson and Low, 2003).

### MATERIALS AND METHODS

**Problem formulation:** Spawning Character generation becomes a major focus of the country's development agenda today. Teacher is certainly a major figure towards the achievement of these goals. However, the responsibility of shaping the character generation that has superior personal characteristics have a balance between Intelligence Quotient (IQ), Emotional (EQ) and Spiritual (SQ) is not easy task. Teachers are required to be proactive in seeking various approaches to realize these

goals. In other words, the teacher must have a range of capabilities and competence in order to be able to help those becoming proactive teachers as expected. In Indonesia, most of teachers are required to have four main competences, namely pedagogical, personality, social and Professional (Law No. 14 of 2005 on teachers and lecturers, derived in Government Regulation No. 74 of 2008 concerning on teacher). The four of these competencies can be used as the requirements for the title as a professional teacher. All of these competencies is closely related to emotional intelligence (Huberman, 1989; Nelson and Low, 2003; Nikolaou and Tsaousis, 2002; Stein and Howar, 2000; Suveg *et al.*, 2007).

Expectations on teacher's professionalism are very high. The teachers are seen as a personal that have multi-knowledge and skills to handle various kinds of problems in school. In fact, the expectations on teachers sometimes not aligned with the support and trust given to them. In one hand, teachers are required to put the responsibility of doing the educational task but on the other hand sometimes there is less control over the task. The high expectations for teachers are a challenge that requires a wise completion by the responsible parties of education profession. Several previous studies have shown that teachers today are dealing with various issues involving them work environment, school employees, coworkers and students. By some teachers, this issue is regarded as a dynamic career challenges but the question is how many of teachers that see the phenomenon from the same perspective. Studies show that teachers who have high Emotional competence (EQ) are able to do so (Bar-On and Parker, 2000; Bar-On *et al.*, 2000; Stein and Howar, 2000; Mortiboys, 2013).

Corey (2003) when outlining the characteristics of a good teacher states that "the most important instruments you have to work with as teachers are yourself as a person". Success depends on the teacher profession; the teachers own personality and recognition of the various parties on the teacher training. Previous research proves that personal quality of teachers is the most important ingredient in determining the success of the teacher's career. An individual who are in the teaching profession needs to measure the ability of oneself as the basis for coaching qualities as a good teacher and ethical (Corey, 2003). This term is actually called by Goleman (1999, 1998) as emotional intelligence. Success or failure of teachers is not only determined by their teaching skills but also on personal beliefs and traits possessed. Some researchers try to formulate (Goleman, 1999, 1998; Mayer *et al.*, 1999; Gardner, 2006) such as have the ability to analyze your own feelings, have the values and confidence has the property of patient and compassionate

have the awareness of interpersonal and intrapersonal, capable of being a model of influence, priority others, flexible and the nature of high empathy. All of nature is in harmony with the construct contained in the concept of Emotional Intelligence.

Goleman (1996, 1998, 1999) divide the emotional intelligence into two types of competencies. They are personal competence and social competence. Both of these competencies represented by the seven main domains: self-awareness, self-regulation, self-motivation, empathy, social skills, spirituality and maturity. Emotional intelligence as a trait personal that can affect individual performance is related to aspects of the attitude and the work values held by a person (Sloan and Kring 2007; Suveg *et al.*, 2007) Implications EQ to the given service teachers at the school involves the teacher's ability to survive helping students although facing many difficulties and hardships, not easily agitated and distracted in stressful situations, can deal with people who are hostile to him without attacking back but always committed to carry out the task fine (Williams, 2001). Precisely, emotional intelligence possessed by the teacher and the school officer found to be very instrumental in helping overcoming any variety of cross-cultural issues in the school environment (Williams, 2001).

## RESULTS AND DISCUSSION

**Problem solution:** Indeed, both of these traits hinted teacher needs in various sciences related to psychology, one of which is understanding and skilled in managing their own behavior and the behavior of others or the surrounding environment.

There is the view that states relate to some important features that need to be owned by a teacher, the role of teachers in helping unify the community, administrative and leadership skills, compassion, empowerment, cultural sciences lifelong and brilliant culture. When associated with a variety of research before the teacher is actually very necessary competence contained in EQ (Goleman, 1999; Skovholt and Rozario, 2000; Mnergney, 1998; Sloan and Kring 2007; Suveg *et al.*, 2007). Dadang Hawari explained that educators have a high EQ is able to control themselves very well, patience in educating, diligent, not easy to act aggressively and always positive minded in performing the task of education. Instead of, the teachers have high EQ can always guarding behavior can harm themselves and others. In educating teachers sometimes facing various challenges that can provoke emotions is likely to bring a negative impression to the teachers and students they educate. Professional teachers are not easily washed away with negative feelings that are

being churned within him, because it could give the impression unfavorable to themselves teachers, students and institutions. Precisely, to circumvent the occurrence of such a situation, teachers should strengthen psychological competence as touched before. In other words, the teacher does not need to be reluctant to improve themselves throughout their lives. In the first phase of the study is to find prospective teachers showed EQ index scores were somewhat lower but the next phase of the study found that prospective teachers feel the interest towards the EQ competencies. Results of this study is supported with several previous studies stating that EQ skills as an important thing should be held in a profession (Mennin and Farach, 2007; Suveg *et al.*, 2007; Zeman *et al.*, 2007). According to those EQ skills is a holistic skill obtainable by the process of lifelong learning, behavioral changes and life experiences are personal and social can help one in improving EQ.

### CONCLUSION

This study provides a clear description that the education has dynamic system, growing and developing in accordance with its age. The education system is never stops and moves continuously forward. Various policies have been carried out by the government to improve education. The teaching profession has been challenged in any form of dynamics and transformation in education. Therefore, it is very important for every individual who chose the profession as a teacher and devoted individuals who work in education to improve the quality of all sides, not behind in the psychological aspect. Breadth of knowledge and competence in the field of psychological need to be updated developed and improved time by time in accordance with the demands of the present. In the context of the professionalism of teachers, the government has tried to make teachers as professionals as stipulated in Law No. 14, 2005. While in the context of understanding and psychological skills, this study has tried to answer how important the role and contribution of psychological aspect in this case is Emotional Intelligence (EQ) to the teacher professionalism.

This method decomposes the maximum terms space of the clause set into several partial maximum terms spaces and determines the satisfiability of each partial maximum terms space. If all the partial maximum terms space is unsatisfiable, the clause set is unsatisfiable. Or else, if there is a certain partial maximum terms space that is satisfiable, then the clause set is satisfiable. Besides, when determining the satisfiability of the partial maximum terms space, if we found that a maximum term can be

expanded by a certain clause, then all the maximum terms semi-expanded based on this clause have no need to determine their expandability, thus effectively reduced the number of the maximum terms to be determined. The experiment results show that our algorithm PPSER has a reasonable execution efficiency, which is superior to algorithm NER, DR, IER.

### ACKNOWLEDGEMENT

This researcher was supported in part by DIPA Raden Intan State Institute of Islamic Studies (IAIN) Lampung, Indonesia.

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