

Teacher Emotional Intelligence: Analysis Based on Work Commitment, Spiritual Intelligence, and Pedagogical Competence of Arabic Language Teachers in Bengkalis Regency

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ABSTRACT

Emotional intelligence greatly affects individual teachers such as Arabic language teachers, it can be seen that emotions act as an impetus from within the teacher as a step to act and Arabic language teachers who are identical with high emotionality can affect students. This study aims to determine the influence of variables (1) work commitment on emotional intelligence, (2) spiritual intelligence on emotional intelligence (3) pedagogic competence on emotional intelligence, (4) work commitment to spiritual intelligence, (5) work commitment to pedagogic competence (6) spiritual intelligence to pedagogic competence, (7) work commitment, intelligence and pedagogic competence on emotional intelligence. Respondents of this study were Arabic language teachers who taught at MI / SD, MTs / SMP, and MA / SMA Negeri and Private in Bengkalis Regency. The population was 125 people with a sample of 96 Arabic language teachers. Data analysis using path analysis. The research findings show that work commitment has an indirect impact on emotional intelligence (0.368), spiritual intelligence has an indirect impact on emotional intelligence (0.549), pedagogical competence has a direct impact on emotional intelligence (0.714), and work commitment has a direct impact on spiritual intelligence (0.628), there is a direct influence between work commitment on pedagogical competence, the magnitude of the direct influence between work commitment on pedagogical competence is 0.383, there is a direct influence between spiritual intelligence on pedagogical competence, the magnitude of the direct influence between spiritual intelligence on pedagogical competence is 0.492. Thus it can be concluded that there is a direct and indirect influence between work commitment, spiritual intelligence and pedagogical competence on the emotional intelligence of Arabic language teachers in Bengkalis Regency.

Keywords: *Work Commitment; Spiritual Intelligence; Pedagogical Competence; Teachers Emotional Intelligence.*

INTRODUCTION

Education is the main pillar in the development of a nation, and the role of teachers is crucial in creating a quality generation. In the context of language education, especially Arabic, teachers are not only required to have good linguistic knowledge, but must also be able to manage emotional relationships with students. Teachers' emotional intelligence plays an important role in creating a conducive learning environment, supporting motivation, and improving student learning outcomes.

Emotional intelligence, defined as the ability to recognize, understand, and manage one's own emotions and those of others, is a key factor in teaching effectiveness. Previous research has shown that teachers with high emotional intelligence tend to be better able to cope with stress, build positive relationships with students, and increase student engagement in the teaching and learning process (Mayer & Salovey, 1997). Emotional intelligence (EQ) is an important component in education, including in teaching Arabic.

Teachers are an important part of the teaching and learning process and must have expertise in all aspects related to the implementation of teaching in the classroom. Although all elements of learning support devices are available properly and completely, students cannot receive lessons well if the teacher fails in the teaching and learning process (Tambunan, 2020).

In carrying out teaching, an educator must also pay attention to the aspect of emotional intelligence. Teachers with high emotional intelligence can create a positive learning environment, which is very necessary in the language learning process which often involves complex social interactions (Goleman, 2021). Carrying out the teaching profession is not easy. A teacher must have a high level of responsibility in carrying out his duties. Enthusiasm is needed because the teacher's job is a complicated task related to the formation of quality human resources. Therefore, a professional teacher must be able to control and control his emotions which are categorized as emotional intelligence.

According to Goleman, the ability to control impulses, self-motivation, emotional regulation, empathy, and interpersonal interaction are components of emotional intelligence. A person with emotional intelligence is able to control moods, sort pleasures, and manage their emotions well. For social interactions to be successful, mood synchronization is needed. A person who is skilled at empathizing or attuning to the emotions of others will have high emotions and adapt more quickly to their environment and social relationships. (Mahrita, 2022).

Emotional intelligence involves an individual's ability to recognize, understand, and manage their own and others' emotions. Teachers with high emotional intelligence tend to be better able to build positive relationships with students, create supportive learning environments, and handle conflict more effectively. This certainly contributes greatly to increasing student motivation and learning achievement.

Aspects of emotional intelligence consist of: recognizing, managing, motivating oneself and recognizing the emotions of others, and building relationships with others. In Indonesia, the findings of cases that have occurred in the world of education from the past to the present are located in teachers who are less capable of implementing emotional intelligence. This is evidenced by the rampant cases of violence in teaching and teachers who seem killer (fierce/deadly) such as the case that just occurred quoted from detik.com on Tuesday, October 29, 2024 about the case of violence by an elementary school teacher who slapped a student in Wonosobo. Then the case of a vocational school teacher in NTT who dipped a student's hand in boiling water and another about a case of a teacher strangling a student because he was hit by a ball at an elementary school in the Cibodas area, Sukabumi. And there are still many other cases related to the emotional intelligence of teachers. Things like this are a consideration for us and indicate that a teacher has not been able to condition emotions well in other words a teacher has not been able to implement aspects of emotional intelligence properly. There needs to be improvements for the sake of a better education and learning system in the future.

From the above phenomenon, the researcher tried to focus this emotional intelligence variable on Arabic language teachers in Bengkalis Regency, both from MI/SD, MTs/SMP to MA/SMA levels, even to the lowest level, namely MDTA (Quran reading schools for children) spread across Bengkalis Regency. From the results of observations and observations of researchers in July 2024 in these schools located in the Bengkalis and Bantan sub-districts. Researchers made observations during the Arabic language learning process. In the field, there were findings that many teachers were still lacking in controlling emotional intelligence, even though a teacher should be able to manage their emotions because emotions are basically the driving force for teachers to act. Phenomena that occur such as: teachers lack self-awareness, lack of teacher ability to regulate themselves, teachers are less able to motivate themselves, teachers are less able to recognize other people's emotions, teachers lack social skills.

Therefore, according to Goleman (2020), in order to create good emotional intelligence, teachers must have self-awareness, be able to manage emotions, be able to motivate themselves, be able to recognize other people's emotions, and have social skills. Emotional intelligence greatly influences individual teachers such as Arabic language teachers, it can be seen that emotions act as a driving force from within the teacher as a step to act.

Emotions are stimuli that arise from reactions from within and from outside the individual. Teachers in the learning process include emotions in carrying out their duties. Emotional intelligence, especially Arabic language teachers, plays an important role in the learning process. Arabic language teachers who are synonymous with high emotionality can influence all students.

Besides others, work commitment for teachers also has a significant influence on teachers' emotional intelligence. Work commitment refers to dedication and the sense of responsibility that teachers have towards their profession. Research shows that

teachers who have high commitment tend to be more productive and contribute positively to student development (Meyer & Allen, 1991). Teachers' work commitment is one of the factors that influence teaching effectiveness. Teachers who have a high commitment to their profession tend to be more enthusiastic and dedicated in teaching.

Law Number 14 of 2005 concerning Teachers and Lecturers in Article 7 paragraph 1b states that teachers must have a commitment to improving the quality of education, faith, piety and noble morals. The article emphasizes that the role and function of teachers in improving the quality of education is one of them by implementing emotional intelligence which should and of course is based on the teacher's commitment, and the government requires teachers to have a commitment in carrying out their teaching duties.

In addition, spiritual intelligence is also an important aspect in influencing the emotional intelligence of Arabic language teachers. The spiritual intelligence in question is related to the understanding and appreciation of spiritual values in life and also influences the way teachers interact with students.

Teachers who have good spiritual intelligence can provide positive role models and create a more meaningful learning atmosphere (Zohar & Marshall, 2007). Spiritual intelligence (SQ) also plays an important role in education, especially in the context of teaching Arabic which is closely related to religious values. Teachers who have high spiritual intelligence can provide inspiration and motivation to students, and help them understand the meaning behind learning Arabic. Research shows that spiritual intelligence can contribute to the development of teachers' emotional intelligence, which can ultimately have a positive impact on the learning process (Zohar & Marshall, 2021).

Spiritual intelligence is closely related to emotional intelligence. In Arabic language learning, spiritual and emotional intelligence must synergize in a teacher's personality. Interestingly, there are still many Arabic teachers who have not implemented spiritual intelligence well in the learning process. For that, every Arabic teacher is expected to be able to apply spiritual intelligence in their personality. Therefore, the better the level of spiritual intelligence of an Arabic teacher, the better the spiritual intelligence of the students and also influences the increase in the teacher's emotional intelligence.

Next, pedagogical competence is closely related to emotional intelligence. Pedagogical competence refers to the teacher's ability to plan, implement, and evaluate the learning process. Arabic language teachers who have good pedagogical competence can better understand the dynamics of students' emotions and use appropriate approaches to support the learning process. Research indicates that high pedagogical competence is closely related to teachers' emotional intelligence, which can increase student engagement in learning (Kansanen, 2021). In other studies, pedagogical competence, which includes the ability to design and implement effective learning strategies, has been identified as an important factor in the success of Arabic language learning (Febriani et al., 2023). Pedagogical competence,

which includes knowledge and skills in teaching, is another important aspect in determining the quality of teaching.

Based on the elements of pedagogical competence that have been stipulated in Law No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competence, Arabic language teachers must balance pedagogical competence with emotional intelligence that Mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; mastering learning theories and principles of educational learning; developing a curriculum related to the subjects taught; organizing educational learning; utilizing information and communication technology (ICT) for learning purposes; facilitating the development of students' potential to actualize their various potentials; communicating effectively, empathetically, and politely with students; conducting assessments and evaluations of the learning process and outcomes; utilizing the results of assessments and evaluations for learning purposes; and carrying out reflective actions. This description raises the issue of emotions; caring teachers with strong pedagogical skills must be able to understand what students need and want during the learning process and effectively manage their emotional conditions. However, in reality, Arabic language teachers found that in learning, they did not meet the standards of teacher competency, namely in emotional values, so that this affected the level of implementation of teachers' emotional intelligence in carrying out Arabic language learning.

Therefore, a competent teacher is a professional educator who can educate, provide knowledge, guide, direct, train, provide assessments, and evaluate students, and pay attention to emotional aspects and manage emotional levels well so that the teacher's emotional intelligence is created which has an effect on students in learning Arabic.

Based on the previous definition, three important factors that will affect teachers' emotional intelligence in carrying out their pedagogical responsibilities, namely practicing education and teaching, are work dedication, spiritual intelligence, and pedagogical competence. Thus, the purpose of this study is to investigate how these three factors affect the emotional intelligence of educators, especially those who teach Arabic in Bengkalis Regency.

METHOD

The methodology in this study is a type of quantitative research with the method used in this study is a survey method with a correlational study, which attempts to ascertain how one variable relates to another variable (Sukmadinata, 2013). The location or place of this research was carried out at MI/SD, MTs/SMP, and MA/SMA Negeri and Swasta in Bengkalis Regency. With a population of 125 people and a sample of 96 Arabic language teachers was drawn from the population. The time of implementation of this research was carried out from September to November 2024. The data collection technique used in this study was a questionnaire made based on indicators of the variables studied, namely by making statements about Work Commitment, Spiritual Intelligence, Pedagogical Competence, and Emotional

Intelligence. The questionnaire was compiled with 5 choices following the Likert scale model.

The analysis technique used in this study is the path analysis technique. This technique is used to test the magnitude of the contribution indicated by the path coefficient in each path diagram of the relationship between variables (Riduwan, 2015). Path analysis to test the hypothesis also uses the SPSS (Statistical Product and Servcel Solution) program to calculate the path coefficient from the path diagram, carried out with the formula of the complete path analysis equation structure as follows:

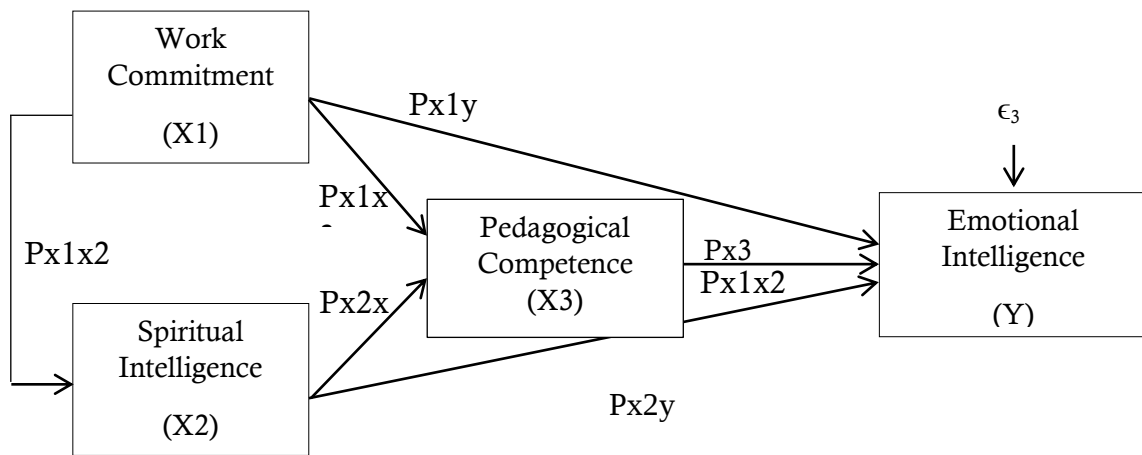


Figure 1. Structure Full Path Analysis

FINDINGS AND DISCUSSION

The patterns of direct and indirect relationships in the causal model created using theoretical considerations and researcher expertise are explained through path analysis. In this study, the dependent variable is emotional intelligence (Y), while the independent variables are work commitment (X1), spiritual intelligence (X2), and pedagogical competence (X3). The output below displays the results of the path analysis calculation, namely:

Substructure 1: Work Commitment (X1) to Emotional Intelligence (Y)

Table 1. Summary Model Structure 1

R	R Square	Sig, F Change	Influence (%)
0.436	0.190	0,000	19.0%

a. Predictors: (Constant), (X1)Work Commitment

B, Dependent Variable: (Y) Emotional Intelligence

Source: Processed data, 2024

Based on output above it appears that the coefficient of determination (R^2) of 0.190 means that 19.0% of the variability of the work commitment variable (X1) can be

explained by the emotional intelligence variable (Y). So that the error (ε) = $1 - R^2 = 1 - 0.190 = 0.81 \approx 0.81$

Table 2. Anova Structure 1

Model	F	Sig.
1 Regression	22,053	.000b
A. Dependent Variable: Emotional Intelligence (Y)		
B. Predictors: (Constant), Work Commitment (X1)		

Source: Processed data, 2024

Based on a result presented from the analysis in the table above, obtained $F = 22.053$, $p\text{-value} = 0.000 < 0.05$ or H_0 is not accepted or rejected. This means that there is an influence between work commitment and emotional intelligence.

Table 3. Structure Coefficients 1

Model	Beta	T	Sig
(Constant)		7,643	0,000
X1 Work Commitment	0.436	4,696	

a. Dependent Variable: Emotional Intelligence

Source: Processed data, 2024

Based on the results of the SPSS analysis in the table above, the path coefficients are obtained in the beta column (Standardized Coefficients), namely the path coefficients $X1 \text{ to } Y (PX1Y) = 0.436$. From the coefficients table, the sig value of 0.000 is smaller than the probability value of 0.05 or the value of $0.05 > 0.000$, so H_a is accepted and H_0 is rejected, meaning that the work commitment variable (X1) has a direct effect on emotional intelligence (Y).

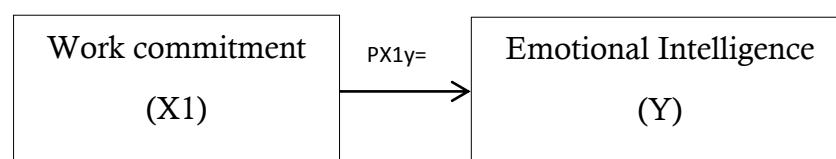


Figure 2. Path Structure 1 Effect of X1 on Y

Substructure 2: Spiritual Intelligence (X2) Against Emotional Intelligence (Y)

Table 4. Summary Model Structure 2

R	R Square	Sig, F Change	Influence (%)
0.650	0.462	0,000	46.2%
a. Predictors: (Constant), (X2)Spiritual Intelligence			
b. Dependent Variable: (Y)Emotional Intelligence			

Source: Processed data, 2024

Based on the output above, it appears that the coefficient of determination (R^2) of 0.462 means that 46.2% of the variability of the spiritual intelligence variable (X_2)

can be explained by the emotional intelligence variable (Y). So the error (ε) = $1 - R^2 = 1 - 0.462 = 0.538 \approx 0.53$

Table 5. Anova Structure 2

Model	F	Sig.
1 Regression	155,822	.000b

A. Dependent Variable: Emotional Intelligence (Y)

B. Predictors: (Constant), Spiritual Intelligence (X2)

Source: Processed data, 2024

Based on the results obtained from the analysis in the following table above, it was obtained $F = 155.822$, $p\text{-value} = 0.000 < 0.05$ or H_0 is rejected. This means that there is an influence between spiritual intelligence and emotional intelligence.

Table 6. Structure Coefficients 2

Model	Beta	T	Sig
(Constant)		3,217	
Spiritual intelligence	0.750	12,916	0,000

a. Dependent Variable: emotional intelligence

Source: Processed data, 2024

Based on the results of the SPSS analysis in the table above, the path coefficients are obtained in the beta column (Standardized Coefficients), namely the path coefficient $X_2 \text{ to } Y = 0.750$. From the coefficients table, the sig value of 0.000 is smaller than the probability value of 0.05 or the value of $0.05 > 0.000$, so H_a is accepted and H_0 is rejected, meaning that the spiritual intelligence variable (X_2) has a direct effect on emotional intelligence (Y).

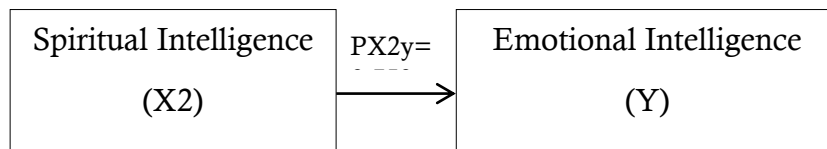


Figure 3. Path Structure 2 Effect of X2 on Y

Substructure 3: Pedagogical Competence (X3) towards Emotional Intelligence (Y)

Table 7. Summary Model Structure 3

R	R Square	Sig, F Change	Influence (%)
0.845	0.715	0,000	71.5%

a. Predictors: (Constant), (X3)Pedagogical Competence

b. Dependent Variable: (Y)Emotional Intelligence

Source: Processed data, 2024

Based on the output above, it appears that the coefficient of determination (R^2) of 0.715 means that 71.5% of the variability of the pedagogical competence variable

(X3) can be explained by the emotional intelligence variable (Y). So the error (ε) = $1 - R^2 = 1 - 0.715 = 0.285 \approx 0.28$

Table 8. Anova Structure 3

Model	F	Sig.
1 Regression	22,672	.000b

A. Dependent Variable: Emotional Intelligence

B. Predictors: (Constant), Pedagogical Competence

Source: Processed data, 2024

Based on the results obtained from the analysis in the following table above, it was obtained $F = 22.672$, $p\text{-value} = 0.000 < 0.05$ or H_0 is rejected. Thus, the pedagogical competence variable has an effect on teacher emotional intelligence.

Table 9. Structure Coefficients 3

Model	Beta	T	Sig
(Constant)		8,587	
Pedagogical Competence	0.845	18,041	0,000

a. Dependent Variable: emotional_intelligence

Source: Processed data, 2024

Based on the results of the SPSS analysis in the table above, the path coefficients were obtained in the beta column (Standardized Coefficients), namely the path coefficients X_3 to $Y = 0.845$. From the coefficients table, the sig value of 0.000 is smaller than the probability value of 0.05 or the value of $0.05 > 0.000$, so H_a is accepted and H_0 is rejected, meaning that the pedagogical competence variable (X_3) has a direct effect on emotional intelligence (Y).

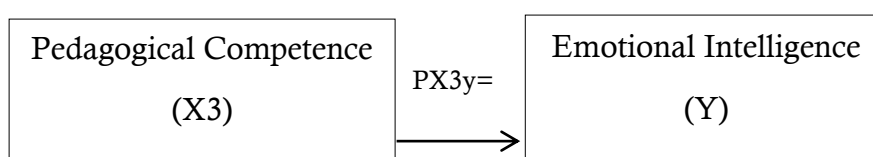


Figure 4. Path Structure 3 Effect of X3 on Y

Substructure 4: Work Commitment (X1) to Spiritual Intelligence (X2)

Table 10. Summary Model Structure 4

R	R Square	Sig, F Change	Influence (%)
0.793	0.628	0,000	62.8%

a. Predictors: (Constant), (X1)Work Commitment

b. Dependent Variable: (X2)Spiritual Intelligence

Source: Processed data, 2024

Based on the output above, it appears that the coefficient of determination (R^2) of 0.628 means that 62.8% of the variability of the work commitment variable (X1) can be explained by the emotional intelligence variable (X2). So that the error (ε) = $1 - R^2 = 1 - 0.628 = 0.372 \approx 0.37$

Table 11. Anova Structure 4

	Model	F	Sig.
1	Regression	219,725	.000b

a. Dependent Variable: Spiritual Intelligence

b. Predictors: (Constant), Work Commitment

Source: Processed data, 2024

Based on the results obtained from the analysis in the following table above, it was obtained $F = 219.725$, $p\text{-value} = 0.000 < 0.05$ or H_0 is rejected. Thus, the work commitment variable has an effect on teacher spiritual intelligence.

Table 12. Structure Coefficients 4

Model	Beta	T	Sig
(Constant)		11,909	
Work commitment	0.793	14,823	0,000

a. Dependent Variable: Spiritual Intelligence

Source: Processed data, 2024

Based on the results of the SPSS analysis in the table above, the path coefficients are obtained in the beta column (Standardized Coefficients), namely the path coefficients $X1 \text{ to } X2 = 0.793$. From the coefficients table, the sig value of 0.000 is obtained, which is smaller than the probability value of 0.05 or the value of $0.05 > 0.000$, so H_a is accepted and H_0 is rejected, meaning that the work commitment variable (X1) has a direct effect on spiritual intelligence (X2).

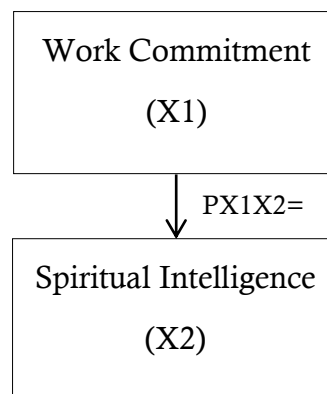


Figure 5. Path Structure 4 Effect of X1 on X2

Substructure 5: work commitment (X1) towards Pedagogical Competence (X3)**Table 13. Summary Model Structure 5**

R	R Square	Sig, F Change	Influence (%)
0.619	0.383	0,000	38.3%

a. Predictors: (Constant), (X1)Work Commitment

b. Dependent Variable: (X3)Pedagogical Competence

Source: Processed data, 2024

Based on the output above, it appears that the coefficient of determination (R^2) of 0.383 means that 38.3% of the variability of the work commitment variable (X1) can be explained by the pedagogical competence variable (X3). So that the error (ϵ) = $1 - R^2 = 1 - 0.383 = 0.617 \approx 0.61$

Table 14. Anova Structure 5

Model	F	Sig.
1 Regression	58,402	.000b

A. Dependent Variable: Pedagogical Competence

B. Predictors: (Constant), Work Commitment

Source: Processed data, 2024

Based on the results obtained from the analysis in the following table above, it was obtained $F = 58.402$ p-value = $0.000 < 0.05$ or H_0 is rejected. Thus, the work commitment variable has an effect on teacher pedagogical competence.

Table 15. Structure Coefficients 5

Model	Beta	T	Sig
(Constant)		6,773	0,000
Work commitment	0.619	7,642	

a. Dependent Variable: pedagogical_competence

Source: Processed data, 2024

Based on the results of the SPSS analysis in the table above, the path coefficients are obtained in the beta column (Standardized Coefficients), namely the path coefficients X1 to X3 = 0.619. From the coefficients table, the sig value of 0.000 is smaller than the probability value of 0.05 or the value of $0.05 > 0.000$, so H_a is accepted and H_0 is rejected, meaning that the work commitment variable (X1) has a direct effect on pedagogical competence (X3).

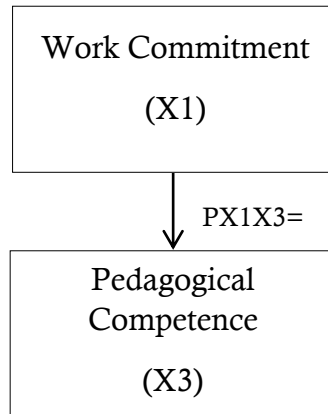


Figure 6. Path Structure 5 Effect of X1 on X3

Substructure 6: Spiritual Intelligence (X2) towards Pedagogical Competence (X3)**Table 16. Summary Model Structure 6**

R	R Square	Sig, F Change	Influence (%)
0.702	0.493	0,000	49.3%
a. Predictors: (Constant), (X2)Spiritual Intelligence			
b. Dependent Variable: (X3)Pedagogical Competence			

Source: Processed data, 2024

Based on the output above, it appears that the coefficient of determination (R^2) of 0.493 means that 49.3% of the variability of the spiritual intelligence variable (X2) can be explained by the pedagogical competence variable (X3). So that the error (ε) = $1 - R^2 = 1 - 0.493 = 0.507 \approx 0.50$

Table 17. Anova Structure 6

Model	F	Sig.
1 Regression	126,391	.000b
A. Dependent Variable: Pedagogical Competence		
B. Predictors: (Constant), Spiritual Intelligence		

Source: Processed data, 2024

Based on the results obtained from the analysis in the following table above, it was obtained $F = 126.391$ p-value = $0.000 < 0.05$ or H_0 is rejected. Thus, the spiritual intelligence variable has an effect on the teacher's pedagogical competence.

Table 18. Structure Coefficients 6

Model	Beta	T	Sig
(Constant)		8,316	0,000
Spiritual Intelligence	0.702	11,242	

a. Dependent Variable: Pedagogic_Competence

Source: Processed data, 2024

Based on the results of the SPSS analysis in the table above, the path coefficients are obtained in the beta column (Standardized Coefficients), namely the path coefficient X_2 to $X_3 = 0.702$. From the coefficients table, the sig value of 0.000 is obtained, which is smaller than the probability value of 0.05 or the value of $0.05 > 0.000$, so H_a is accepted and H_o is rejected, meaning that the Spiritual Intelligence variable (X_2) has a direct effect on Pedagogical Competence (X_3).

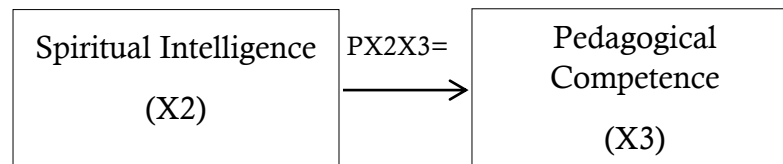


Figure 7. Path Structure 6 Effect of X_2 on X_3

Substructure 7: Work Commitment (X_1) Spiritual Intelligence (X_2) and Pedagogical Competence (X_3) towards Teachers' Emotional Intelligence

Table 19. Summary Model Structure 7

R	R Square	Sig, F Change	Influence (%)
0.909	0.826	0,000	82.6%
a. Predictors: (Constant), Pedagogical Competence (X_3), Spiritual Intelligence (X_2), Work Commitment (X_1)			
b. Dependent Variables: Emotional Intelligence (Y)			

Source: Processed data, 2024

Based on the output above, it appears that the coefficient of determination (R^2) of 0.826 means that 82.6% of the variability in the work commitment variables (X_1), spiritual intelligence (X_2) and pedagogical competence (X_3) can be explained by competence.younsi pedagogic. So that error (ε) = $1 - R^2 = 1 - 0.826 = 0.174 \approx 0.17$

Table 20. Anova Structure 7

Model	F	Sig.
1 Regression	203,192	.000b
a. Dependent Variable: Emotional Intelligence		
b. Predictors: (Constant), Pedagogical Competence, Spiritual Intelligence, Work Commitment		

Source: Processed data, 2024

Based on the results obtained from the analysis in the following table above, it was obtained $F = 203.192$ p-value = $0.000 < 0.05$ or H_o is rejected. Thus, the variables of Work Commitment, Spiritual Intelligence, and Pedagogical Competence have an effect on teachers' emotional intelligence.

Table 21. Structure Coefficients 7

Model	B	t	Sig
(Constant)	23,072	3,856	
X1 Work Commitment	.403	3.805	0,000
Spiritual Intelligence X2	.112	1.128	
Pedagogical Competence X3	.129	1.225	

Source: Processed data, 2024

From the coefficients table, the sig value of 0.000 is obtained, which is smaller than the probability value of 0.05 or the value of $0.05 > 0.000$, so H_a is accepted and H_o is rejected, meaning that the variables Work Commitment (X1), Emotional Intelligence (X2) and Pedagogical Competence (X3) have an effect on emotional intelligence (Y).

Based on the results of the structural path analysis calculations, it provides objective information in the following table:

Table 22. Direct and indirect influences

Influence of Variables	Path Coefficient	Causal Influence		Remainder ε_1	Simultaneous Effects
		Direct	Indirect (Through)		
			X2 X3		
X1 against Y	0.436		0.368		
X2 against Y	0.650		0.549		
X3 against Y	0.845	0.714			
X1 against X2	0.793	0.628			
X1 against X3	0.619	0.383			
X2 against X3	0.702	0.492			
X1, X2, X3 Against Y				0.174	0.826

Source: Processed data, 2024

Summary of Direct and Indirect Influence Coefficients

The direct influence coefficient of this research variable is P_{x_3y} of 0.714, $P_{x_1x_2}$ of 0.628, $P_{x_1x_3}$ of 0.383, $P_{x_2x_3}$ of 0.492. The indirect coefficients are:

- The indirect effect of X1 on Y through X3 is $(0.436).(0.845) = 0.368$
- The indirect effect of X2 on Y through X3 is $(0.650).(0.845) = 0.549$

The constellation form of the path is as follows:

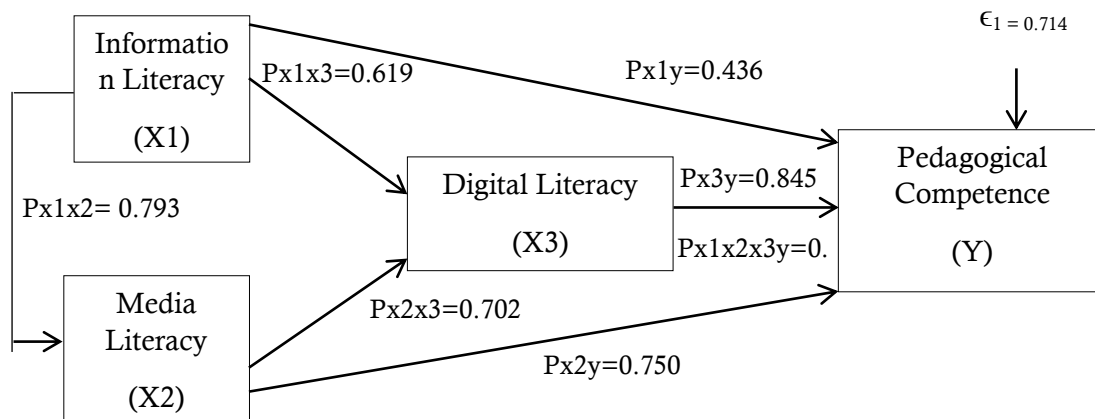


Figure 8. Complete Path Constellation (Path Structure 7).

The magnitude of the contribution of the variables of work commitment, spiritual intelligence and pedagogical competence together towards teachers' emotional intelligence is R Square = 0.826 With a percentage of 82.6%. While the remaining 0.174 With a percentage of 17.4% is the influence of other variables besides work commitment, emotional intelligence and pedagogical competence.

The influence of the work commitment variable (X1) on emotional intelligence (Y) indirectly is 0.368, the influence of the spiritual intelligence variable (X2) on emotional intelligence (Y) indirectly is 0.549, the influence of pedagogical competence (X3) on emotional intelligence (Y) directly is 0.714, the influence of the work commitment variable (X1) on spiritual intelligence (X2) directly is 0.628, the influence of the work commitment variable (X1) on pedagogical competence (X3) directly is 0.383, SomeThe direct influence of the spiritual intelligence variable (X2) on pedagogical competence (X3) is 0.492.

CONCLUSION

Based on the results of the hypothesis test thatThere is an indirect influence of work commitment on emotional intelligence of 0.368. Based on the results of the hypothesis test, there is an indirect influence of spiritual intelligence on emotional intelligence of 0.549. Based on the results of the hypothesis test, there is a direct influence of pedagogical competence on teacher emotional intelligence of 0.714..Based on the results of the hypothesis test, there is a direct influenceinformation literacy to media literacy is 0.628.based on the results of the hypothesis test, there is a direct influencework commitment to pedagogical competence is 0.383. Based on the results of the hypothesis test, there is an influence of media spiritual intelligence on pedagogical competence of 0.492. Based on the results of the hypothesis test, there is an influence of work commitment, spiritual intelligence, and pedagogical competence on teachers' emotional intelligence with a large influence of 0.826.

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