



Emotional Intelligence Affect EFL Teachers' Teaching Motivation

Anzar Agus ^{a*}, Baso Jabu ^a and Haryanto Atmowardoyo ^a

^a Universitas Negeri Makassar, South Sulawesi, Indonesia.

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Aims: The objective of this research is to measure the emotional Intelligence partially affect EFL teachers' teaching motivation.

Methodology: There were 86 teachers in this study. The results of the questionnaire were analyzed by quantitative method using the longitudinal survey.

Results: The result of data analysis of emotional intelligence effect EFL teachers' motivation researcher has concluded that the positive effect of emotional intelligence on EFL teachers' motivation can be proven by the coefficient of determination of 237.

Conclusion: This proves that good emotional intelligence affects EFL teachers' motivation.

Keywords: Motivation; emotional intelligence; teacher.

1. INTRODUCTION

The importance of education appears to have increased dramatically. On Having a highly

educated instructor is not always a guarantee of a successful classroom; nor does a high IQ guarantee a student will learn effectively. Simply put, IQ is not the sole factor that determines

*Corresponding author: Email: anzaragus@gmail.com;

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academic achievement (Nasryah and Rahman, 2019). Starting from this point, EQ becomes crucial (Kurniasari, 2016). That's because there are many different kinds of emotions, not simply anger and dislike. Some examples are sadness, rage, fear, joy, love, surprise, irritation, and embarrassment (Ghassani and Saifudin, 2020, Fitri and Adelya, 2017). To be a teacher is to be vulnerable to the myriad of ways in which the world might influence any one person (Tridhonanto, 2009).

There are both internal and external aspects that go into whether or not an educational program is successful. Internal influences are under the sole control of the student. The physiological and psychological aspects of a person are examples of internal elements. The five senses and other general physiological conditions are included in the Factor Physiological category. Interest, intelligence, talent, motivation, and a positive mental attitude all play a role on the psychological side.

The quantity of formal education available to students in a given society, the nature of the school's curriculum and pedagogical approach, the physical environment in which classes are held, and the quality of the teachers themselves are all examples of According to (Yulika, 2019). Although the English instructor at GOWA regency has made great strides recently, they have a long way to go before they reach their full potential. Many teachers, it is hoped, have not been successful in making lesson plans that include a formulation of what will be done carried out in assisting student learning activities, notably English learning, which is closely tied to students' English skills (Shofuroh et al., 2012). It is important to plan ahead so that you can meet the requirements of your students and reach your learning goals. As a whole, you'll need the self-discipline to keep your cool when things become hectic, both internally and externally, and the people skills to ensure that you deliver on the quality of work that is ultimately your job. (Goleman, 2009).

The purpose of this research is to identify the extent to which participants' levels of emotional intelligence correlate with their own levels of motivation to teach English to speakers of other languages.

2. RESEARCH METHODS

The approach used by the researcher is a quantitative approach because the data which

are collected in the form of numbers which are then analyzed by using statistical formulas. This research uses the ex post facto method. Ex-post facto research is research that aims to find out causes that allow changes in phenomena, symptoms, or behaviors that caused by a behavior and an event that causes a change in independent variables which as a whole have occurred (Sugiono, 2013).

2.1 Population

The population and sample provide certain, clear, and complete information about the investigated objects with special characteristics and their representations in the research. Arikunto (2002) states that the population in research is the whole of the research object. Sugiyono (2013) says that the population is the generalized area covering objects and subjects, having special quality and characteristics determined by the researcher to be studied (analyzed) and resulting in some conclusions. This research concentrates on analyzing some interconnected variables characterized and crystallized in the personality of human resources working in the field of education. Teachers have a strong influence to make changes. The spiritual, emotional, motivational backgrounds have to do with the teachers' act in the classroom.

The population of this research takes teachers as the center point, especially English teachers. The population in this research covers all English teachers of State Senior High School in Sungguminasa City. Based on the data taken from the authorized education information official at Regional Technical Implementation Unit of Education, there are 183 English teachers (43 male and 140 female) at State Senior High School level in Gowa regency, while in Sungguminasa City, there consists of 86 English teachers.

Following the population, sampling is required as a representation in research. The size of the sample is the number of samples that will be taken from a population. The definition of sample based on Sugiyono (2012) is a part of the number of the characteristics that belong to the population in which the samples gained must be true representative (representing the whole population). Arikunto (2002) briefly says that a sample is a part number or representation of the population.

Since the number of the population is less than 100, the sampling technique fit for this research

is by using Census. Arikunto (2012) in another writing states that the number of the sample can be taken as a whole if the size of the population is less than 100 respondents. On the contrary, if more than 100 respondents in the population it can be formulated to get 10-15% or 20-25% taken from the total population. What is lately related by Arikunto indicates that the technique of the sampling is called a census,

categorized as a non- probability sampling technique. This kind of technique assumes that not all of the population elements have the same chance to be chosen as samples, but of course not randomly taken. Since the number of the population in Sungguminasa city is less than 100 (86 teachers), the sampling technique fit for this research is by using Census. It means that the whole population is selected to be the samples.

2.2 Research Instrument

Table 1. The emotional intelligence grid

Variable emotional intelligence	Indicator	Item number	Total
Intrapersonalintelligence	Recognize youremotions	1-5	5
	Manage emotions	6-10	5
	Self-respect	11-15	5
	Empathy	16-20	5
	Ability to buildrelationships	21-25	5
Total Item			25

Instrument of EFL Teachers' Motivation: The teacher's work motivation instrument is composed of teacher's work motivation indicators that have been outlined in the operational definition. The teacher's work motivation instrument is described in the statement items as contained in the Table 2.

Table 2. The teacher's work motivation

Independentvariable	Indicator	Item Number	Total
Teacher's work motivation	1) Internal motivation		
	a. Responsibility for carryingout tasks	1,3	3
	b. Carry out tasks with cleartargets	4-7	3
	c. Independence in acting	8-11	3
	d. Having a feeling ofpleasure at work	12-15	4
	e. Achievement	16-18	3
	2) External motivation		
	a. Trying to make ends meet	19-22	4
	b. Opportunity for promotion	23-24	2
	c. Gaining recognition	25-27	3
	d. Work with the hope of getting a decent reward	28-30	3
Total Item			30

3. RESULTS AND DISCUSSION

3.1 Variable of Emotional Intelligence (X2)

The emotional intelligence variable data gained through a questionnaire consists of 30 questions filled by 70 English teachers. Based on research data processed using SPSS computer program version 20.0, the spiritual intelligence variable has a Maximum score of 96, a minimum score of 80, a

Mean of 89, a median (Me) of 88, and a standard deviation of 4.22 and obtains a histogram of emotional intelligence (X2) variable frequency distribution as follows:

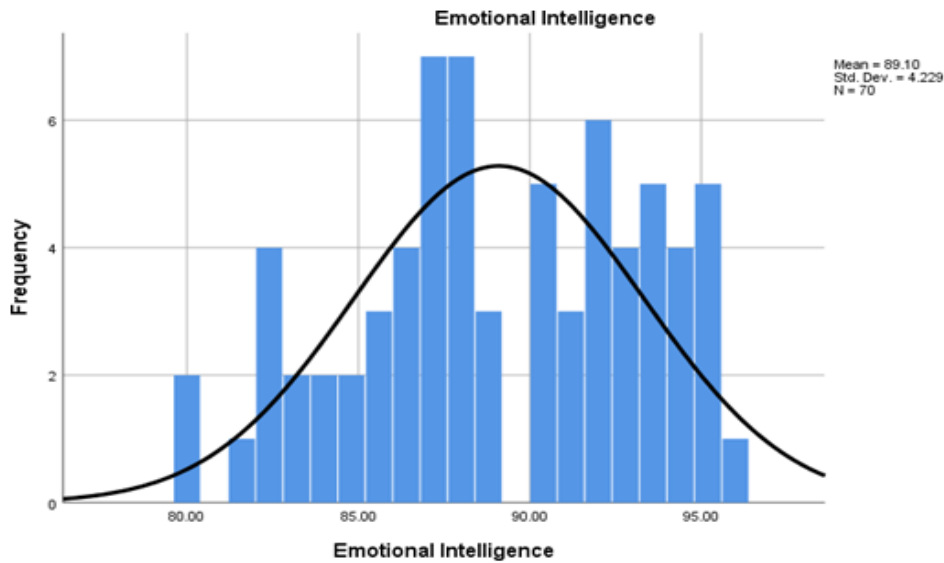


Fig. 1. Frequency of emotional intelligence

3.2 Variable of EFL Teachers' Motivation (Y1)

The EFL Teachers' motivation variable data is obtained from a questionnaire consisting of 30 questions and filled in by 70 English teachers. Based on research data processed using the help of the SPSS computer program version 20.0, the spiritual intelligence variable has a Maximum score of 98, a minimum score of 62, a Mean of 80, a median (Me) of 82, and a standard deviation of 8.30. and obtains the frequency distribution histogram of the EFL Teachers' motivation (Y1) as follows:

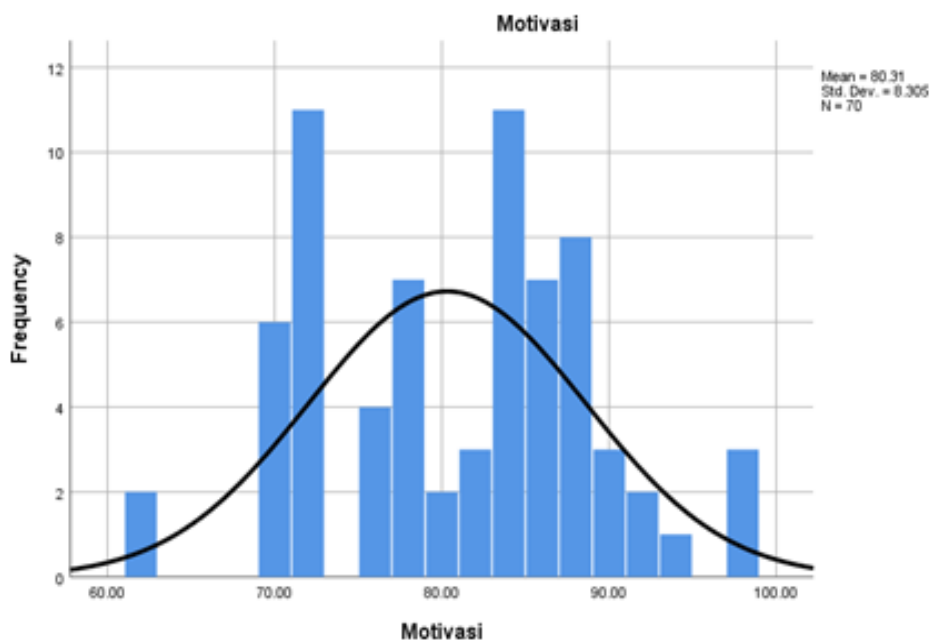


Fig. 2. Frequency of motivation

The second hypothesis tested in this study is that there is a positive and significant influence of emotional intelligence on EFL teachers' motivation. The test uses a simple regression analysis. Based on research data obtained using SPSS version 25.0, a summary of the results of a simple regression analysis X2 with Y1 can be observed in the following.

Table 3. Results of simple regression analysis X2 with Y1

Variable	Regression coefficient	r_{xly}	r^2_{xy}	t. test	t. table
Constanta	87,493				
Emotional	0,081	237	041	0,341	0,222

Based on the table above, the variables X2 and Y1 indicate a positive effect. The value of the correlation coefficient (r_{xly}) is 237. The value of the coefficient of determination (r^2_{xy}) is 041. The t-test shows that t arithmetic is greater than t table which means H1 is accepted. It describes that the X2 (emotional intelligence) variable against Y1 (EFL Teachers' motivation) presents a positive effect with a value of $0.341 > 0.222$. According to the level of interpretation of correlation, it can be seen that the r-value (0.041) is at the "Moderate" level of correlation. So it means that the correlation effect between emotional intelligence toward EFL Teachers' Motivation is in Moderate correlation.

This study proves that emotional intelligence influences EFL teachers' motivation. Where the value of the correlation coefficient (r_{xly}) = 237, the value of the determination coefficient (r^2_{xy}) = 041. It illustrates that good emotional intelligence affects EFL teachers' motivation. Agus Efendi (2005) emotional intelligence, among others is the type of intelligence that focuses on understanding, recognizing, feeling, managing, and leading feelings of oneself and others and applying it to others. Therefore, from emotional intelligence, it can trigger motivation in self.

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4. CONCLUSION

Based on the result of data analysis and the discussion above the effect of emotional

intelligence effect EFL teachers' motivation researcher has concluded that The positive effect of emotional intelligence on EFL teachers' motivation can be proven by the coefficient of determination of 237. This proves that good Spiritual intelligence affects EFL teachers' motivation.

Based on the discussion and conclusion above, some suggestions can be given as follows:

1. Principal

The need for a leader's policy on increasing spiritual intelligence. Various activities need to be accommodated like seminars, training, or special lectures on emotional intelligence. So that teachers have good emotional intelligence so that later it has an effect on improving their motivation.

2. Teacher

To become role models for students, teachers should be able to increase work motivation. Teachers are expected to provide better motivation to students to excel and apply continuity of learning, resulting in graduates of good quality that are in the aspects of cognitive, affective, and psychomotor.

3. Next researchers

Researchers can conduct further research on the factors that influence the emotional towards EFL Teachers' Motivation. Further research needs to be done with a similar approach but with different subjects to allow broader and more convincing generalizations, which can be a contribution to improving teacher performance as a whole.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models

(ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of this manuscript.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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