

# Emotional Intelligence Competence and Teacher Performance: A Case Study of Post Certification Teacher

Imam Subqi<sup>1</sup>

<sup>1</sup>Faculty of Dakwah, Universitas Islam Negeri Salatiga, Indonesia  
imamsubqi@uinsalatiga.ac.id

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*Teacher Performance  
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## ABSTRACT

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This study aims to determine the performance of teacher after PPG Daljab LPTK UIN Salatiga certification in and emotional maturity, and emotional competency, and emotional sensitivity by using qualitative research. The results of this study indicate that: first, the performance of post-certification teacher in and emotional maturity is that teacher can control their emotions well when carrying out tasks at school, are more responsible, have a sense of empathy, are aware of their own mistakes, admit their weaknesses, and can adapt. Second, the teacher's performance in individual skills, being able to control emotions, maintain self-esteem, always respond to problems wisely, can control the ego. Third, the post-certification teacher's performance in and emotional sensitivity, the teacher has empathy for the people around him, improves personal relationships, can communicate warmly, and understands when to act and emotionally and when to be rational. The contribution of this study can explain that the performance of teacher after teacher certification in and emotional intelligence competency in schools and madrasas has an impact on increasing performance and increasing teacher professionalism.

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## Corresponding Author:

Imam Subqi  
Fakultas Dakwah, Universitas Islam Negeri salatiga, Indonesia  
Jl. Lingkar Salatiga KM 2 Pulutan Sidorejo Kota Salatiga, Indonesia Email:  
imamsubqi@uinsalatiga.ac.id

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## 1. INTRODUCTION

Quality education is always based on quality human resources such as educators and education staff both at schools and at madrasahs. In its development, data from the Ministry of Religion explains that the number of madrasahs in Indonesia in 2021 has reached 82,418 Madrasahs consisting of 29,842 Roudlatul Atfal, 1,709 State Madrasahs and 23,884 private ones, 1,499 Public Tsanawiyah Madrasahs and 16,677 private ones, there are 802 State Aliyah Madrasahs and 8,005 private ones [1],[2]. This data is indirectly embedded in it that the number of madrasahs and schools must be supported by human resources, namely educators who have adequate academic qualifications who can lead their students to be able to learn according to the desired achievements. The number of educators in Indonesia has reached three million people, with 40% still not meeting academic qualifications and still far from expectations for the quality of educators who do not have professional or competency certificates [3] [4].

Educators have a very strategic role and are crucial factors in improving the quality, processes and learning outcomes in schools so that educators are required to have predetermined competency qualifications such as pedagogic, social, professional and personality competencies as specified in the Teacher and Lecturer Law. so that the learning process will be of higher quality. However, in the field it shows that the reality that occurs in the field is between the expectations of parents, school managers, both school principals and having good teacher competence, but there are still many schools that have problems with low teacher competence so this will have an impact on the quality of school graduates. it is according to experience. For example, suppose the quality of learning cannot reach the KKM, the teacher is not professional, the teacher does not have a portfolio, the teacher does not control the class, the class is noisy, so the children do not like the teacher [5] [6], they cannot choose. Another impact is that some schools experience difficulties in finding students because schools are no longer the main choice for the community due to the low competence of their teacher.

The weak quality and quality of education in Indonesia can be analogous to a school having three main components, namely the heart, spirit and face. In this case related things that are visible to the eye such as learning facilities, school building fees, school facilities, learning support facilities are included in the category of facial components. While the curriculum, human resources of educators and education staff and related to the achievements of the results of an educational process itself are included in the heart component. While the spirit component is related to student behavior as a result of the learning process. Therefore how important is the heart component that the teacher has in existence, if the teacher has very low competence it will have an impact on the quality of school graduates. The impact of the low competence of teacher, namely the average academic value of students will get below the predetermined minimum standard of completeness criteria.

The parental paradigm related to academic learning outcomes is extraordinary. Therefore, teacher cannot teach and then their children get bad grades, so parents will of course feel dissatisfied with the results of the teacher's service. The impact of low teacher competence is (1) teacher get complaints from parents because of parents' expectations of schools whose services are directly provided by teacher when parents get less than optimal service from teacher, there will be many complaints regarding teacher who cannot teach teacher and do not being able to control the class has an impact on students uncomfortable. (2) The teacher's portfolio becomes empty if the teacher does not have competence, then he will not be able to make a portfolio while the portfolio is the soul of a teacher and it becomes an important portfolio because in the education system there is what is called an internal quality assurance system or an education quality assurance system where every five once a year if the school gets a low accreditation score. (3) the teacher is disliked by the child when the teacher cannot teach which becomes and emotional because the teacher cannot convey the material while the child cannot absorb the material so that a term called the killer teacher appears. This is dangerous for a school and has an impact on the label attached to a teacher and If this information reaches the parents, for example, the

child's cooking will tell their parents, the impact will be very negative for the school, so it is necessary to maintain the teacher's competence and must continue to improve it so that the teacher can be liked by the child. (4) students become lazy to study, many students strike at school because of the teacher's methods that are not attractive to students.

There are so many Islamic religious education teacher in schools and subject teacher in madrasas that have directly impacted teacher professionalism, since the government has teacher competency standards as stipulated in teacher certification regulations [7]. Problems with teacher nationally include teacher professionalism, which has a direct impact on the quality of education in Indonesia [8],[9]. Professionalism and qualifications as well as welfare are problems that cannot be resolved instantly where the government has responded and made policies with teacher certification both teaching in schools and madrasas to increase professionalism, quality and welfare for teacher.

In addition to the professionalism of teacher, educational institutions, both schools and madrasas in Indonesia, are still facing major problems including (1) the low quality of education, (2) the stigma of madrasas as second-class education, (3) many madrasa teacher and PAI teacher in schools are not competent. From these various problems educational institutions must be able to compete amid during of global competition that continues to develop both technology and information which have become part of social life [10]. There are still many teacher qualifications that are not by following perunder their fields, making the competence possessed by a teacher less than optimal in carrying out their duties and it is also difficult to achieve teacher competence in which there are components, namely education and training, participation in scientific forums, academic achievement and professional development.

The large number of post-certification teacher who only carry out their duties as teacher do not seek to innovate and prioritize increasing teacher competence and have had a direct impact on the students they have taught not experiencing an increase in the quality

of learning outcomes while the target set by the government in teacher certification is to support teacher become professional [11]. This reality makes the world of education take a step backwards because the purpose of holding teacher certification is to be able to improve the quality of education in general and specifically improve the quality of teacher [12].

Post-certification teacher have had two impacts, namely the quality of competence that has increased and welfare with the addition of a one-time salary allowance received by a teacher who is declared to have passed certification through a teacher professional education program. However, not all teacher who have received allowances provided by the government have an impact on continuing to improve the quality of themselves by a teacher. Post-certification and and emotional intelligence will have a positive impact on teacher to continue to improve the quality of competence for teacher, so that and emotional intelligence if managed properly will have a positive impact on PAI teacher in schools and field teacher in Madrasas such as the fields of Jurisprudence, Aqidah morals, Al-Qur'an Hadith and Islamic Cultural History. And emotional intelligence for teacher is needed to be able to manage performance properly and with quality.

If seen from the existing theory that performance is an ability or performance can be interpreted as performance is an achievement in the form of work success for a person in other words performance is an ability shown by a person both in quality and quantity in carrying out duties and responsibilities or work during. Teacher performance is a series of behavioral activities carried out by the teacher to complete his duties as a teacher to achieve learning goals [13]. In this case teacher performance has been regulated by following perunder applicable regulations to discipline teacher performance in schools. Teacher performance can also be interpreted as an activity or behavior carried out by the teacher in carrying out his duties in carrying out the learning process to achieve learning objectives [14].

Several factor can affect teacher performance, namely internal and external factors of an educator. Three internal factors can affect teacher performance, namely (1) skills obtained from experience and training, (2) abilities and interests, in this case related to the

motivation of a teacher as an educator soul, (3) talent in teaching, namely teaching is the art of how one can explain to others that is built from two-way communication must be mastered by a teacher, (4) ideals and goals in work means that a teacher besides having skills, he is a worker who must be able to measure the extent of his ability in completing and contributing to a school or educational institution.

In the implementation of teacher certification aims (1) to determine the eligibility of teacher in carrying out learning tasks. To determine whether a teacher is eligible or not in carrying out learning tasks does not mean that a teacher who does not receive certification does not deserve such a place, but this is because of an administrative adequacy test so that a teacher who gets an advanced educator certificate is entitled to get a teacher's professional allowance or allowance. (2) to improve the quality of the process and results of education in teacher certification, there is a demand for the teacher concerned to always improve the quality of the learning process and the learning outcomes that have been carried out (3) increase teacher professionalism or improve the teacher's professional attitude in which the teacher's attitude towards students and teacher, especially teacher towards school principals towards parents or guardians of students and so on (4) to increase the dignity and welfare of teacher.

And emotional intelligence competency is a person's perception related to emotions and the ability to explore, process emotions both oneself and others [15]. From this EIC, there are three important things in yourself, namely and emotional maturity, individual maturity and and emotional sensitivity. And emotional maturity is the development of healthy emotions that do not reveal emotions and feelings so that they can convey them in the right way, politely and at the right time. Individual maturity is reflected in individual skills to explore or respond to emotions that exist within oneself or others [16]. And emotional sensitivity is an and emotional reaction to the conditions around a person[17].

Some research that is relevant to this research is Fenti Ristianey et al with the title of the effect of teacher certification and

work motivation on teacher performance. The results of this study show that there is a positive effect of teacher certification & motivation on teacher performance and there is a positive effect of work motivation on teacher performance [18]. Nur Ihwani et al with the title Effect of Certification and Work Motivation on Teacher Performance. The results of the study explain that there is a significant effect of certification & motivation together on performance with the results of the f test simultaneously showing the equation value  $X_1, X_2$  to Y is equal to  $52.329 > 3.21$  [19]. Alfath, Muhammad Dzikry with the research title analysis of certification policies on teacher performance. The results of the research show that certification can improve teacher performance by producing quality education [20]. From the research above it can be concluded that certification has had a positive impact on teacher performance. Meanwhile, this research will focus on post-certification teacher performance through and emotional intelligence competency; case studies on school and madrasah teacher. Fieka Nurul Arifa and Ujjianto Singgih Prayitno in their research explained that in the implementation of pre-service teacher professional education there are still many obstacles, namely the quality of educational staff and educational institutions, the weak qualifications of prospective students and the absorption of graduates obtained therefore requires clear improvement or standardization efforts for institutions organizers for special professional education pre-service programs. Fitriana Nur Anggrane in her research revealed that all teacher who have taken teacher certification have not been said to be professional or competent teacher because they have not been able and are still weak in teacher knowledge of teacher certification regulations, and the reality on the ground that teacher only abort their obligations for the program that has been given by government [21]. From the relevant research or previous research, nothing is the same as the research that will be carried out. Meanwhile, this study focuses on post-certification teacher performance through and emotional intelligence competency; case studies on school and madrasah teacher at UIN Salatiga LPTK.

From the problems above, the focus of this problem is as follows: (1) how is the performance of post-certification teacher in

and emotional maturity in schools that have participated in PPG Daljab in 2021 at LPTK UIN Salatiga?, (2) how is the performance of post-certification teacher in and emotional competency (individual skills) at schools that have participated in PPG Daljab 2021 at LPTK UIN Salatiga?, (3) how is the performance of post-certification teacher in and emotional sensitivity at schools that have participated in PPG Daljab 2021 at LPTK UIN Salatiga.

Conceptually, this research means that the results of this study can be used as a reference or guideline for subsequent research related to teacher performance and and emotional intelligence competency in schools and madrasas. Methodologically, this research as a scientific work carried out with a scientific process will add to the hasanah of knowledge in the field of education and can be a reference source for research on teacher performance and and emotional intelligence competency in schools and madrasas, especially teacher who have attended certification so that it can become literature for study. as well as discourse and opinion. From this research, it will be able to grow insight and knowledge about teacher performance and and emotional intelligence competency in schools and madrasas. Researchers can also make the results of this study as materials in improving teacher performance. This research can be used as a basis for determining teacher certification policies in schools and madrasahs.

## **2. METHOD**

This research used is qualitative research based on field research, namely the phenomenological approach. The steps taken are based on the basic assumption that the object of science is not limited to empirical but also a phenomenon that is perceived, will, thought and belief. From this it can be understood that there is something transcendent besides being posterior. Human understanding related to knowledge must refer to a moral view, both limited to observing, analyzing, collecting data and even in concluding. Phenomenological qualitative research asks for the integration of the research subject with the object so that in this study the researcher is directly involved



in the field experienced by the teacher, namely the performance of post-certification teacher in and emotional maturity, and emotional competency and and emotional sensitivity. in schools that have participated in PPG Daljab in 2021 at LPTK UIN Salatiga.

This research was carried out at UIN Salatiga LPTK involving 10 schools and madrasas in Salatiga City, Banjarnegara Regency, and Magelang and for teacher who have participated in PPG in office in 2021 at UIN Salatiga LPTK. In this study, the characteristics of the subjects were as follows: The subjects of this study were teacher who had attended PPG Daljab in 2021 at LPTK UIN Salatiga with 15-20 subjects in this study.

In this study, there are two data used, namely primary and secondary data. Primary data is the main data that is directly obtained by the actors directly in the field, namely Islamic Religious Education teacher at schools and Fiqih Subjects, Aqidah Akhlak, Classroom Teacher at Madrasas, and documentation. Secondary data is in the form of supporting or reinforcing data from this study, both data obtained from outside teacher, including school principals and others that are considered to be able to strengthen this research data [22].

There are three ways of collecting data that will be carried out in this study, namely: (1) Observation, namely by collecting data through observation, namely researchers will come directly to the field by observing, seeing, asking questions, they will obtain data systematically [23]. Observations will be able to get a direct picture of the conditions in the field of the activities that take place, the people involved in the activity, and the meaning of the event from the perspective of those seen in the observed event. (2) Interviews, in this case the interviews were carried out by researchers for data collection using researchers coming in person to conduct interviews with PAI teacher at schools as well as Fiqih Subject teacher, Aqidah Akhlak, Class Teacher at Madrasahs. (3) And documentation, namely data related to data in the field that has been documented by the school. These documents can be in the form of books, writings on the performance of PAI teacher in schools or teacher of Fiqih Subjects, Aqidah Akhlak, Class Teacher in Madrasahs.

The analysis technique in this study uses an analytic induction approach. The collected data were analyzed by induction to develop a research description model and produce an analytic description report. With a focus on the problem of post-certification teacher performance in and emotional maturity, and emotional competency (individual skills) and and emotional sensitivity in schools that have participated in PPG Daljab 2021 at LPTK UIN Salatiga. Five important steps are carried out, namely organizing the data, continuing grouping based on categories, themes and patterns of answers, then testing assumptions or problems that exist in the data, continuing to look for alternative explanations for the data, finally writing research results.

### **3. RESULTS AND DISCUSSION**

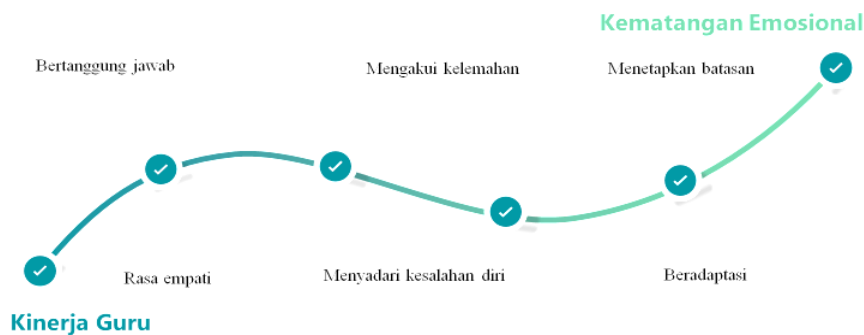
#### **3.1. The performance of post-certification teacher in and emotional maturity in schools that have participated in PPG Daljab at UIN Salatiga LPTK**

Post-certification teacher performance increases and emotional maturity with indications of being able to control their emotions well when carrying out tasks in schools with increased performance. Through various objects, the teacher can control his emotions, understand himself, and feel the strengths and weaknesses of emotions. Although teacher still have shortcomings, they can still think about what is good and what is bad, which emotions should be expressed and which are not. Even before certification, there are still a few problems, maybe because you don't know where to start. But for some of these objects, they can find out the advantages and disadvantages of each. This is by following perunder the theory put forward by Chaplin, namely and emotional maturity as a condition or condition for achieving a mature level of and emotional development. And emotional maturity means that the personality continues to try to achieve a healthy and emotional state, both physically and in relationships [24].

Teacher have high and emotional maturity because the American Psychological Association defines and emotional maturity as the ability to manage and express emotions appropriately.

Meanwhile, and emotional immaturity is the tendency to express emotions uncontrollably or out of proportion to the situation.

Uncontrolled and inappropriate and emotional behavior is considered immature. This can be seen in children who express their feelings without paying attention to their surroundings. Teacher performance according to and emotional maturity is characterized by the following.



**Figure 1.** And emotional maturity

There are six of them, namely (1) Responsibility means an and emotionally mature person and understands his privilege in the world and tries to act to control his behavior. Responsible people have humility instead of complaining about circumstances. This can lead to actions that can be taken to improve the situation. From now on, and emotional maturity means not blaming others or yourself in facing a problem. A teacher in his and emotionally mature performance will seek solutions to these problems. (2) Empathy is a sign of and emotional maturity. A teacher of PAI, Jurisprudence, Aqidah Akhlak and Madrasah Ibtidaiyah Class Teacher who attended PPG at LPTK UIN Salatiga knows how to put oneself in other people's shoes. That is, he cares about other people and tries to find out how to help. (3) realizing self-errors, that is, a teacher in carrying out his post-certification work can have self-errors and knows how to apologize when he makes mistakes in this way, he can improve himself by realizing his own mistakes. (4) Acceptance of weakness, in this case the teacher cannot be separated from his humanity, not from his mistakes and weaknesses. People with and emotional maturity are

always willing to open up and share their struggles so that others don't feel alone. A teacher also doesn't always want to look perfect, be honest about his feelings, and build trust in the people around him. (5) Adjustment means that the teacher also matures and emotionally and tries to adjust his own expectations too, and of course for a reason. There were indeed things that couldn't be changed, but he knew how to change the way he saw those things. (6) Setting boundaries is a form of self-love and self-respect. He knows how and when to set boundaries and not let anyone cross them.

### 3.2. Post-certification teacher performance in and emotional competency in schools that have participated in PPG Daljab LPTK UIN Salatiga

Teacher performance must refer to the competencies they have according to the areas they control, including the work capacity of each individual which includes knowledge, skills and work attitudes that are by following perunder the expected standards.



**Figure 2. And emotional control**

There are four things, namely (1) a teacher can control his emotions, meaning that a teacher must be able to control his emotions well and brilliantly. Do not mix personal problems with school

problems. If the teacher wants to express uncontrollable emotions in front of students, do so sitting, not standing. When a teacher expresses his feelings to a student, it has a big impact on that student. Students are more inclined to the teacher. what should the teacher do when he feels that he is multiplying the remembrance of Allah by softening his heart with Istighfar. However, if the irritation doesn't go away, try lying down for a while, and if the irritation still can't be controlled, consider taking a shower or washing your face. The fire of anger goes out and goes out when it is immersed in water. (2) The teacher can maintain self-esteem, the teacher can encourage students to identify the things they are good at or like, then invite students to take turns mentioning the things they like about their friends. Teacher can also provide feedback to students in the form of praise when they succeed or encouragement when they fail. Be careful not to praise too much, as this can cause students to misjudge their own abilities. (3) Teacher are always wise in dealing with problems, teacher who are present at the UIN Salatigan PPG Daljab 2021 LPTK are the same as other people who have problems in their lives. The problems they face are very different. Some struggle with education, finances, family, work life and many other things. Everyone is different in how they approach, react and solve all the problems they face. Some people are depressed and weak and even feel they have lost their self-esteem because of this problem. However, Some try hard to make someone better and even stronger than before. (4) Teacher can control egoism, meaning that teacher who compete at LPTK UIN Salatigan PPG Daljab 2021 can control egoism and demonstrate their ability to teach well. A teacher can be mature, but his attitude is not necessarily mature. The maturity referred to here is the maturity of personality attitudes. Growth can be interpreted as the maturity of one's thoughts or beliefs. Posture is a way of standing or a person's position in action. The mature attitude of a teacher means the maturity of thinking with a fixed stance. The opposite of an adult is a child with a crying personality. The attitude of the adult teacher's personality referred to here is maturity in thinking, attitudes, attitudes, actions, words and the like from the start, not like children.

### 3.3. Post-certification teacher performance in and emotional sensitivity in schools that have participated in PPG Daljab LPTK UIN Salatiga

A teacher has empathy for the people around him. Empathy is the most important part of the teaching system, which is carried out by PAI teacher in schools and teacher of jurisprudence, aqidah morals and class teacher in madrasas. The teacher participating in the LPTK UIN Salatiga PPG Daljab in 2021 have increased their ability to empathize with students and other parties so that the objectives of this training can be achieved properly. Empathy teaches people to internalize moral principles in life. In addition, the ability to empathize is credited with making an important contribution to the development of other professional skills in teacher. One thing that can be done is empathy training which aims to develop individual empathy abilities.

An empathetic teacher influences the level of teacher attainment, so programs and activities that strengthen and develop teacher professionalism, in particular, require different empathy-enhancing materials to be included in the curriculum and in training materials, courses and activities. improve and develop the professional abilities of teacher. Both through print and electronic media, improvements are made to increase innovation, motivation and expertise, as well as the desire for better education. With this openness of information, teacher know that they are a big part of the social order of society.

A teacher improves personal relationships with those around him. The teacher who took part in the PPG Daljab 2021 LPTK UIN Salatiga play an important role in learning at school to create effective learning and achieve learning goals. The teacher already have good teaching skills and also good communication skills. The interpersonal skills possessed by each Daljab PPG student in 2021 at LPTK UIN Salatiga can build good relationships with colleagues. The effect on work results can be optimal and satisfying. Interpersonal skills possessed by post-certification teacher are included in soft skills, namely personal and interpersonal behavior in developing and

maximizing human effectiveness, such as decision making, team building, initiative, good communication, sympathy, empathy and others.

A teacher communicates warmly. The teacher participating in PPG Daljab 2021 during the learning process both at school and online have established good communication so that learning can run well. Communication between teacher and students must be established in the learning process so that what has been learned is conveyed perfectly and there are no gaps or problems in the learning process that can hinder the learning process. Good mutual communication between parties also greatly affects the ability of students to accept the topics given. However, it was revealed that there were several obstacles in the form of obstacles that made communication in learning difficult, namely language problems, misunderstandings, stubbornness and emotions, which then had an impact on communication barriers in learning.

A teacher and understands when to act and emotionally and when to be rational. A wise teacher knows when to act and emotionally and rationally to solve various learning problems so that the teacher's performance becomes good.

#### **4. CONCLUSION**

From the description above, it can be concluded as follows: first, the performance of post-certification teacher in and emotional maturity in schools that have participated in PPG Daljab in 2021 at LPTK UIN Salatiga. Post-certification teacher performance increases and emotional maturity with indications of being able to control their emotions well when carrying out tasks at school with increased performance, with indicators of being responsible, having empathy, realizing one's mistakes, admitting one's weaknesses, being able to adapt. Second, the teacher's performance in individual skills, namely the teacher can control emotions, can maintain self-esteem, always responds to problems wisely, can control self-egoism. Third, the post-certification teacher's performance in and emotional sensitivity at school is that the teacher has empathy for the people around him, the teacher improves personal relationships with those around him, the

teacher communicates warmly, the teacher and understands when to act and emotionally and when to be rational.

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