

# Peran Kecerdasan Emosi Sebagai Prediktor Teacher Well-being dalam Konteks Pendidikan Jarak Jauh pada Masa Pandemi Covid-19 di Indonesia = Role of Emotional Intelligence as a Predictor of Teacher Well-being in the Distance Learning Context During Pandemic Covid-19 in Indonesia

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## Abstrak

Penelitian ini bertujuan untuk mengetahui apakah kecerdasan emosi dapat memprediksi teacher well-being dalam konteks pembelajaran jarak jauh akibat pandemi Covid-19 di Indonesia. Penelitian ini dilakukan pada guru sekolah dasar dan sekolah menengah di Indonesia (N = 494; M = 39,9 tahun). Alat ukur yang digunakan adalah Schutte Emotional Intelligence Scale oleh Schutte et al. (1998) dan Teacher Subjective Well-Being Questionnaire oleh Renshaw et al. (2015). Teknik analisis yang digunakan adalah analisis regresi sederhana. Hasil penelitian menunjukkan bahwa kecerdasan emosi secara signifikan dapat memprediksi teacher well-being  $F(1,492) = 108,469, p < 0,05$ . Kecerdasan emosi ditemukan memiliki effect size kecil terhadap teacher well-being. Hasil penelitian memiliki implikasi bahwa terdapat faktor lain yang berperan dalam teacher well-being. Hal ini dapat menjadi pertimbangan penelitian selanjutnya mengenai teacher well-being

.....This study aims to investigate the role of emotional intelligence in predicting teacher well-being in the context of online learning due to the Covid-19 pandemic in Indonesia. This research was conducted on elementary and secondary school teachers in Indonesia (N = 494; M = 39.9 years). The measuring instrument used is the Schutte Emotional Intelligence Scale from Schutte et al. (1998) and the Teacher Subjective Well-Being Questionnaire from Renshaw et al. (2015). Simple regression technique was used to analyze the data. The result of the analysis shows that emotional intelligence significantly predicts and has a small effect on teacher well-being  $F(1,492) = 108,469, p < 0,05$ . The results of the study have practical implications that can be considered for schools to carry out emotional intelligence development training for teachers. Furthermore, it is implied that other factors also play a role in teacher well-being and should be taken into consideration by future research on this topic