

## Research Article

# Attitude in mediating the relationship between emotional maturity, emotional intelligence, emotional sensitivity, and teacher performance in Indonesian schools

Edi Kuswanto<sup>1</sup>, Noor Malihah<sup>2</sup>, Muh Saerozi<sup>3</sup> and Imam Subqi<sup>4</sup>

<sup>1</sup>Universitas Islam Negeri Salatiga, Indonesia (ORCID: 0000-0002-8526-9548)

<sup>2</sup>Universitas Islam Negeri Salatiga, Indonesia (ORCID: 0000-0001-8808-0823)

<sup>3</sup>Universitas Islam Negeri Salatiga, Indonesia (ORCID: 0000-0001-6442-189X)

<sup>4</sup>Universitas Islam Negeri Salatiga, Indonesia (ORCID: 0009-0008-7568-2735)

This study aims to examine the role of attitude in mediating the relationship between emotional maturity, emotional intelligence and emotional sensitivity to teacher performance. This study used a quantitative approach involving 101 teachers from various levels in Demak, Central Java, Indonesia. Data was collected through a questionnaire using 5 Likert scale. The data Processing using SEM PLS version 3.2.9 to test exogenous variables against endogenous variables. The results show that emotional intelligence and emotional sensitivity can shape teacher performance, however, emotional maturity cannot shape teacher performance significantly. On the other hand, teacher emotional intelligence has been proven to be a strong predictor in shaping teachers' attitude, while attitude cannot shape teacher performance. Therefore, it can be said that attitude cannot shape the teacher performance.

Keywords: Teacher performance; Emotional intelligence; Emotional maturity; Emotional sensitivity; Attitude

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## 1. Introduction

Teacher performance can be influenced by internal and external factors, in this case instructional, transformational and spiritual leadership influences teacher performance (Nurabadi et al., 2021). Meanwhile, the teacher's emotional intelligence and performance are significantly correlated, while the teacher's attitude is significantly correlated with teacher performance (Jimenez, 2020). In Italy, it is reported that attitudes mediate the relationship felt by teachers and students towards behaviour, through attitudes can mediate emotional relationships with teacher performance (Longobardi et al., 2021), attitudes are influenced by self-confidence and emotional (Özokcu, 2018).

Teachers are an important part of education, especially the learning process so that its implementation will be used as one of the indicators to measure the level of success of the learning process in schools (Azmat, 2019; Kuswanto et al., 2022; Ramdani et al., 2022). Therefore, the failure of education is caused by the teacher having to be able to fully understand the goals of education,

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### Address of Corresponding Author

Edi Kuswanto, Universitas Islam Negeri Salatiga, Jawa Tengah 50716, Indonesia.

✉ [edi.kuswanto@uinsalatiga.ac.id](mailto:edi.kuswanto@uinsalatiga.ac.id)

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so that the teacher must be able to direct students to educational goals. The teacher's strategic role is the path to the educational goals that have been mandated in the National Education System Law Number 5 of 2003 that the teacher is a professional position so that in each process a performance evaluation will be carried out while carrying out his duties to realize national education goals (Matnuh, 2018; Ramdhan, 2022; Silalahi & Nazmia, 2023).

The reality is that teachers do not yet have sufficient professionalism to carry out their duties, as explained by Nunuk Suryani, Secretary of the Directorate General of Teachers and Education Personnel; She has reported that the competency test scores for Indonesian teachers are still low, when viewed with an average score of 50.64 points. In addition, it is also found that, the competence of civil servant teachers is still below non-civil servant teachers in private schools. This reality shows that the quality of teachers is still far from expectations and is worrying. The results of the competency tests are a real snapshot of teacher quality, with teachers' conditions still being severe, it is necessary to redesign teacher training in accordance with teacher conditions (May et al., 2020). From this explanation, the quality of teacher knowledge in general is still low which results from various aspects. Firstly, teachers do not understand the modules or material used to teach their students and many teachers cannot familiarize themselves with developments in technology and information today. The teacher cannot use technological learning media and even computers as very important learning tools. The second aspect that can affect teacher performance is the amount of compensation received. The provision of this compensation can be in the form of financial or non-financial which is still far from being appropriate, especially honorary teachers.

Financial compensation that must be received by teachers in the form of income, wages, bonuses and commissions. On the other hand, non-financial compensation consists of the facilities received by the teacher. Compensation must be done fairly and thoroughly so as to produce a good mood for teachers because welfare is guaranteed. The low level of teacher welfare affects the low quality of learning (Woessmann, 2011). General offsetting effects of performance-related teacher compensation include long-term incentives and teacher-grading mechanisms that usually eschew experimental studies but can be captured in cross-country comparisons. It is especially appropriate to improve teacher performance through appropriate compensation and rewards for the teaching profession, because teachers can fully meet their needs and do not have to look for part-time jobs to focus on their work. The teacher's focus on work will have an impact on increasing labor productivity and improving the quality of education (Ingsih et al., 2021).

Several studies that are relevant to this research are first YUSDARTI and Aulia (2020) explaining that there is a positive and significant influence of emotional intelligence on performance, there is a positive and significant influence between competence and performance, and there is a positive and significant influence of emotional intelligence on job satisfaction. There is a positive and significant influence between competence and job satisfaction, there is a positive and significant effect of job satisfaction on performance and significant, and there is a significant and significant positive effect between emotional intelligence and competency on performance through job satisfaction simultaneously. Second, Bastian et al.'s (2022) results show that there is a positive and significant effect on teacher performance in terms of emotional intelligence. Third, research on the teacher performance management model based on Emotional intelligence and social media competencies by Kaur et al. (2018) produced a performance management model design by integrating emotional intelligence competencies, social media competencies along with knowledge, skills and attitudes to develop a performance tool system that fair and weight based. Fourth, Naderi Anari (2012) found the conclusion that there is a significant relationship between emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment. The originality of this study is significant because the results can assist teachers and organizations in increasing job satisfaction and teacher organizational commitment so as to stem the movement for changing the teaching profession.

A teacher's performance can increase because it is influenced by various factors. The main factor in improving a person's performance comes from within himself, including how he can

manage emotions. There are several emotions that a person needs to manage in order to reach peak performance, such as emotional maturity (Pant & Singh, 2017; Thaqib, 2015), emotional competency (Pastor, 2014), and emotional sensitivity (Kaur et al., 2018, 2019). Emotional maturity is defined as the result of healthy emotional development. Meanwhile, emotional competency is an individual skill, and emotional sensitivity is an emotional reaction to environmental conditions.

In addition to emotions, attitudes are also a factor that improves a person's performance. Attitude is defined as a form of behaviour of a person who understands ethics and is consistent in his every action. The results of observations by Rhamanda et al. (2021) show that attitude is a key factor in improving one's performance. Based on this phenomenon and some previous research, this study aims to examine the role of attitude in mediating the relationship between emotional maturity, emotional competence, and emotional sensitivity to teacher performance. This study proposes an attitude relationship model as a mediating variable which is expected to clarify the relationship between emotional intelligence competency and teacher performance.

## 1.1. Theoretical Background

### 1.1.1. Emotional maturity

Emotional Maturity (EM) results from healthy emotional development to cover emotions and feelings. When expressing emotions, we can express in the right way, politely and at the right time is an effective factor in shaping personality so that it gives birth to maturity (Shafeeq & Thaqib, 2015; Pant & Singh, 2017). Emotional maturity indicators consist of (1) self-awareness, (2) developing others, (3) delaying gratification, (4) adaptability and flexibility.

### 1.1.2. Emotional competency

Emotional Competency (EC) is a set of individual skills used to recognize, interpret and respond to emotions in oneself and response to others. Emotional competency directs a person to control himself so that internally he can control emotions and ego and has a high responsibility for the phenomena that occur (Pastor, 2014). The Emotional competency variable in this study adopted the Emotional competency variable in the research of Kaur (2018, 2019), which consists of (1) controlling emotions, (2) maintaining self-esteem, (3) responding to problems wisely and controlling egoism.

### 1.1.3. Emotional sensitivity

Emotional sensitivity (ES) is an emotional reaction to the conditions around it. When someone with high emotional sensitivity usually responds to situations excessively, the dynamic drive to adapt to a new environment becomes challenging. In addition, emotionally sensitive people can sometimes make work and personal decisions based on their emotions. Emotional sensitivity in this study adopted the Emotional sensitivity variable in Kaur's research (2018, 2019): (1) empathy, (2) increasing personal relationships with others, (3) warm communication, (4) controlling.

### 1.1.4. Teacher performance

Performance is a series of behaviours carried out in carrying out tasks to achieve a goal (Supramaniam & Singaravelloo, 2021; Wahyu et al., 2021; Zulkarnaen, 2021). Two things influence performance; (1) IQ intelligence (2) Emotional intelligence/motivation. Teacher performance (TPM) results from a series of activities, behaviours, and productivity by the duties and responsibilities (Nasution & Ramadan, 2021) (Fitria, 2018; Ratnasari et al., 2021; Wahyuddin, 2016). The quality of the results of this work is strongly influenced by the good/bad performance of employees, so to measure the performance of employees can use several indicators, including (1) quality of work, (2) results in work, (3) accuracy, (4) initiative, (5) ability, (6) and communication. Kaur (2018, 2019) offers that to measure teacher performance; the following variables can be used: (1) Research and development, (2) Student feedback, (3) Self-effectiveness, (4) Administrative responsibilities.

### 1.1.5. Attitude

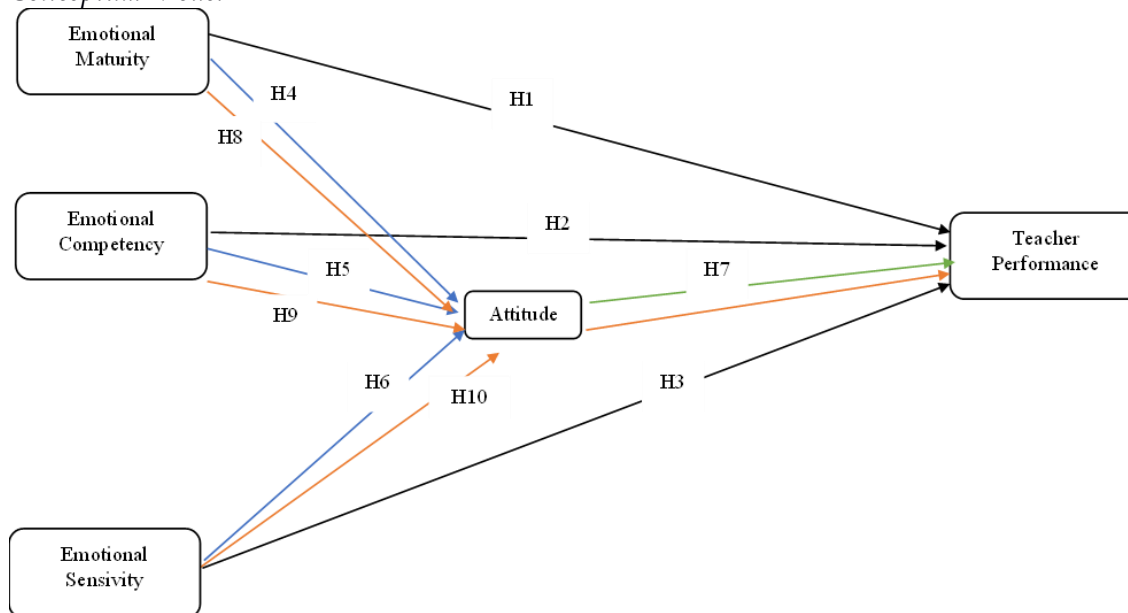
To grow competence, teachers must have an attitude to their profession. Attitudes are related to objects that are accompanied by positive and negative feelings. Every individual has a positive attitude towards something valuable in his view (Marlina et al., 2019), and he will have a negative attitude towards objects that he considers to be of no value or harm. This attitude then underlies and leads to several actions related to one another. In this case, the attitude has three components that make up the structure of the attitude, namely (1) a cognitive component, (2) a practical component, and (3) a psychomotor component. Functionally it has four, namely: benefits, attention, expression, knowledge (Waruwu et al., 2022). In this study, the attitude indicators consist of (1) Open and Adaptive attitude, (2) Motivating Attitude, (3) Positive Attitude.

### 1.2. Present Study

This study will examine attitude can mediate the relationship between emotional maturity, emotional intelligence, emotional sensitivity, and teacher performance. The research framework uses the relationship framework and mediation between variables that are shown in Figure 1.

Figure 1

#### Conceptual Model



Based on the description, the hypotheses formulated in this study are:

H1: Emotional maturity has a positive effect on teacher performance.

H2: Emotional competence has a positive impact on teacher performance.

H3: Emotional sensitivity has a positive impact on teacher performance.

H4: Emotional maturity has a positive effect on attitude.

H5: Emotional competence has a positive impact on attitude.

H6: Emotional sensitivity has a positive impact on attitude.

H7: Attitude has a positive effect on teacher performance.

H8: Attitude can mediate the relationship between emotional maturity and teacher performance

H9: Attitude can judge the relationship between emotional competence has a positive effect on teacher performance.

H10: Attitude can mediate the relationship between emotional sensitivity has a positive impact on teacher performance.

## 2. Method

This study uses a quantitative approach, to identify the relationship between three or more variables. The relationship in this study is a causal relationship between exogenous variables, endogenous variables and mediator/intervening variables. Exogenous variables are variables that affect other variables, endogenous variables are variables that are influenced by exogenous variables while mediator/intervening variables are variables that affect the relationship between exogenous variables and endogenous variables, so that it becomes an indirect relationship and lies between exogenous variables and endogenous variables (Hair et al., 2021).

### 2.1. Study Group

The population in this study were teachers of Islamic elementary school (SD) to high school (SMA) teachers in Demak Regency, a total of 1,294 people (Badan Pusat Statistik, 2020). Samples were taken as many as 101 people, using a purposive sampling technique with the Slovin formula.

Table 1

*Demographic information of the teacher participating in the study*

<i>Characteristics</i>	<i>Percentage</i>
Gender	
Male	54.5
Female	45.5
Age	
21-25	5.9
26-30	11.9
31-35	17.8
36-40	16.8
41-45	17.8
46-50	7.9
More than 50 years	21.8
Last Education	
S1	74.3
S2	25.7
Employment status	
Non-civil servant	47.5
Civil servant	52.5
Teaching Tasks	
Elementary school	17.8
Junior high school	24.8
Senior high school	57.4

From the Table 1, it can be seen that the respondents in this study, 54.5% are male, the remaining 45.5% are female. Based on the age of respondents 21-25 years by 5.9%, age 26-30 years by 11.9%, age 31-35 years by 17.8%, age 36-40 years by 16.8%, age 41-45 years by 17.8%, age 46-50 years old by 7.9%, while those over 50 years old are 21.8%. From the education aspect of respondents, 74.3% of Strata 1 education and 25.7% of Strata 2 education. Civil servant teachers dominate respondents who participate in this study by 52.5%. The remaining 47.5% are non-civil servant. The education units where the respondent teaches are as follows: SMA/equivalent: 57.4%, SMP: 24.8%, and SD: 17.8%.

### 2.2. Procedure

The data were collected through a goggle form sent to the respondents via their WhatsApp group from 12 Dec 2022 to 12 Jan 2023. Teachers are invited to fill in the demographic information which would be necessary to identify their educational and occupational background. After that they filled out the questionnaire about teacher performance, emotional intelligence, emotional maturity,

emotional sensitivity and attitude, which resulted in a likert scale. This study was completely voluntary and no reward was offered.

### 2.3. Instruments

The research framework uses the relationship framework and mediation between variables that are shown in Figure 1, while the measurement of variables in this study is shown in Table 2.

Table 2

#### Competency constructs

<i>Constructs and Indicator Variable</i>	<i>Description</i>	<i>Code</i>
Teacher Performance		
Research and development	Academic works and activities	PFM1
Student Feedback	Relationship with students	PFM2
Self-effectiveness	Self -assessment	PFM3
Administrative responsibilities	Administrative tasks	PFM4
IEC		
Emotional maturity	Self-awareness	EM1
	Developing others	EM2
	Delaying gratification	EM3
	Adaptability and flexibility	EM4
Emotional competency	Emotional control	
	Maintain self-respect	
	Wisdom responds to problems	
	Ego control	
Emotional sensitivity	Empathy	ES1
	A personal relationship with other people	ES2
	Warm communication	ES3
	Controlling selfishness	ES4
Attitude		
Open and Adaptive attitude	Teaching style	ATT1
Motivating Attitude	Learning approaches	ATT2
Positive Attitude	Learning feedback	ATT3

As shown in Table 2, the main variables in this study are teacher performance, intelligence, emotional competency, and attitude. In this study, teacher performance is an endogenous variable. The teacher performance variable is measured using four indicators adopted from Kaur (2018, 2019). The indicators are as follows: (1) Research and development, (2) Student feedback, (3) Self-effectiveness, (4) Administrative responsibilities. Intelligence emotional competency is an exogenous variable. Emotional intelligence competency is measured using three indicators adopted from Kaur (2018, 2019). The indicators are as follows: (1) emotional maturity, (2) emotional competency, (3) emotional sensitivity. Attitude is a mediator variable in this study. The attitude variable is measured using three indicators adopted from Kaur (2018). The indicators are as follows: (1) Open and adaptive attitude, (2) Motivating attitude, (3) Positive attitude. These three variables were measured using a five-point Likert scale (1=strongly disagree to 5=strongly agree).

### 2.4. Data Analysis

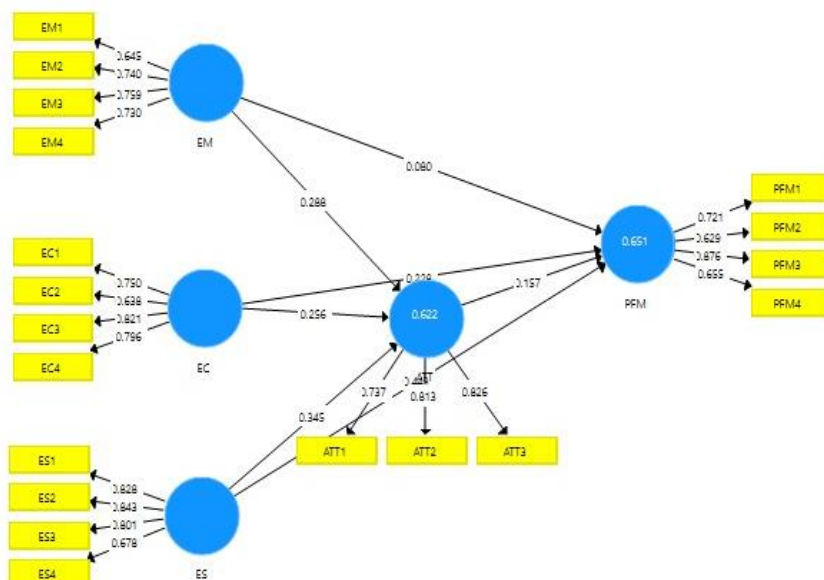
This study uses path analysis, to examine the effect of exogenous variables on endogenous variables and to determine the role of intervening variables mediating these two variables with the SmartPLS 3.2.9 application data processing tool. The data analysis technique uses the Structural Equation Modeling (SEM) equation model with the analysis of two sub models, namely the outer model and the inner model.

### 3. Findings

#### 3.1. Outer Model Analysis

To evaluate this research instrument, validity and reliability tests are carried out, and the test results can be seen in Figure 2 and Table 3.

Figure 2  
Outer Model



From Figure 2 above, it can be explained that the loading factor of each indicator in this study has a value above 0.50 and has reached the criteria of convergent validity (Sarstedt et al., 2014).

Table 3  
Construct validity and reliability

Construct and items	FL	CA	rho_A	CR	AVE
Emotional Maturity		0.690	0.700	0.811	0.518
EM1	0.645				
EM2	0.740				
EM3	0.759				
EM4	0.730				
Emotional Competency		0.745	0.749	0.840	0.569
EC1	0.750				
EC2	0.638				
EC3	0.821				
EC4	0.796				
Emotional Sensivity		0.797	0.809	0.868	0.624
ES 1	0.828				
ES 2	0.843				
ES 3	0.801				
ES4	0.678				
Attitude		0.704	0.711	0.835	0.628
ATT 1	0.737				
ATT 2	0.813				
ATT 3	0.826				
Teacher Performance		0.699	0.751	0.815	0.528
PFM1	0.721				
PFM2	0.629				
PFM3	0.876				
PFM4	0.655				

### 3.1.1. Validity and reliability test

The validity of each indicator in the model is good because it has a value of more than 0.60 (Ghozali, 2021). The results of the instrument validity test are explained in Table 3, which shows that the lowest Loading Factor (FL) value is .62 and the highest is .87.

The cut-off value of the Rho A in this test has been fulfilled because it is more significant than .70 (Dijkstra & Henseler, 2015). Then the composite reliability in this study can be seen in the value ranges from 0.811 to 0.868, so it has reached composite reliability.

From Table 2, it is known that the value of Cronbach's alpha is greater than .60 indicating that the reliability values of all indicators are good. Furthermore, the composite reliability value of more than .70 shows that all indicators have met the standard. The AVE value is more than .50, so it can be concluded that one latent variable is able to explain more than half the variance of the manifest variable (indicator) in the average (Ghozali, 2021).

Table 4

#### Discriminant validity

	ATT	EC	EM	ES	PFM
ATT	0.793				
EC	0.680	0.754			
EM	0.704	0.696	0.720		
ES	0.710	0.650	0.691	0.790	
PFM	0.683	0.679	0.656	0.758	0.727

From the value of the discriminant validity test, it can be understood that the construct of this research has met the requirements based on the opinion of Dijkstra and Henseler (2015) which states that the square root of AVE must be greater than the correlation of other latent constructs.

### 3.1.2. Normality test

Based on the results of data processing contained in Table 3, it can be explained that the Critical Ratio [CR] value of the Emotional Maturity variable is 0.811, Emotional Competency is 0.840, Emotional Sensitivity is 0.868, Attitude is 0.835, and Teacher Performance is 0.815. This shows that the data is normally distributed both univariate and multivariate because the value  $-2.58 \geq CR \geq 2.58$  (Ghozali, 2021).

## 3.2. Inner Model Analysis

Inner model analysis includes value analysis of R-Square, Q-Square, SRMR and NFI. A summary of the test results is shown in Table 5.

Table 5

#### Inner model test results

	Value	ATT	PFM
R Square		0.622	0.651
R Adjusted Square		0.610	0.637
Q <sup>2</sup> (=1-SSE/SSO)		0.377	0.308
SRMR	0.101		
NFI	0.617		

From the Table 5, it can be analyzed that the R-square ( $R^2$ ) value for teacher performance is 0.651. This means that the model is moderate because it is below .67 (Ghozali, 2021). Then from the table, it can be explained that the Q-square value of teacher performance is  $.308 > 0$  (zero) and Q-square attitude is  $.377 > 0$  (zero), which means that both have good predictive relevance values. (Ghozali, 2021). Furthermore, the fit model test is based on the SRMR value, which should be below 0.08, and the Normal Index Fit (NFI) value  $> 0.90$  (Ghozali, 2021). From the above results,

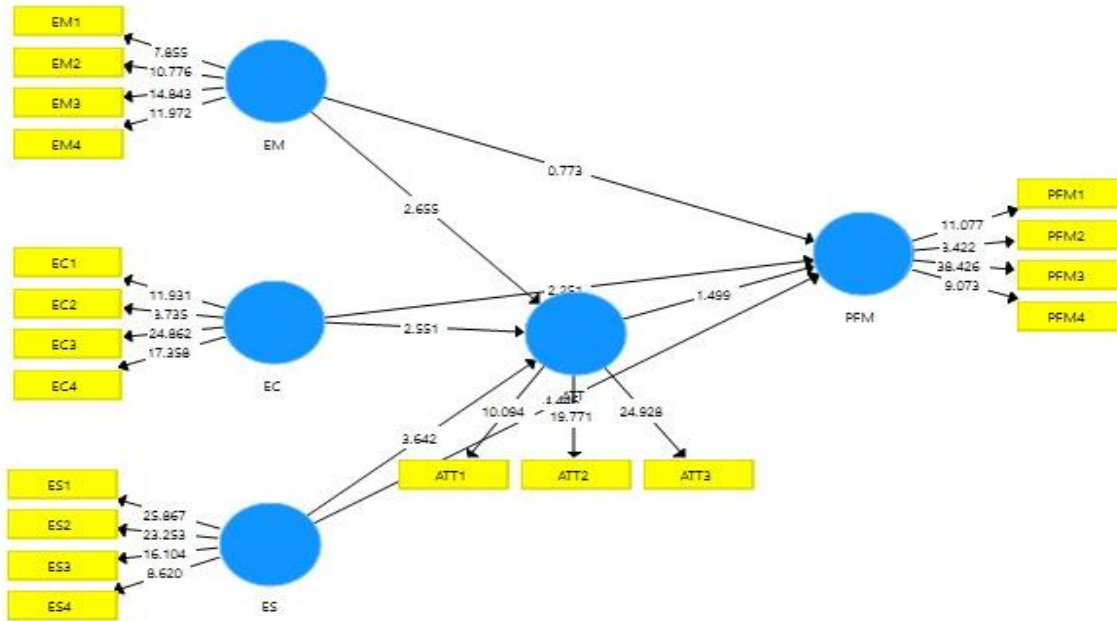


the SRMR value of .101 is more significant than 0.08, while the NFI value of .617 is less than .90, so it is considered marginal.

### 3.3. Hypothesis Testing

Hypothesis testing to explain the direction of the relationship between exogenous variables and endogenous variables and whether the intervening/mediating variables mediate the relationship between exogenous and endogenous variables. Testing this hypothesis is done by means of path analysis of the model that has been made, the results for the path coefficients analysis are shown in the Figure 3.

Figure 3  
Structural Model



Based on Figure 1 above, it can be explained that the T-statistics EM → PFM value is 0.773 which is lower than the *t*-table value of 1.66039. Meanwhile, EC → PFM is 2.251, and ES → PFM is 4.446 which is greater than the *t*-table value of 1.66039. The T-statistics value EM → ATT is 2.655, EC → is 2.551, ES → ATT is 3.642 which is greater than the *t*-table value of 1.66039 while the T-statistics ATT → PFM value is 1.499 which is lower than the *t*-table value of 1.66039 . The T-statistics value of EC → ATT → PFM is 1.209 which is smaller than the *t*-table of 1.66039, this also happens to the T-statistics value of EM → ATT → PFM of 1.161 and the T-statistics value of ES → ATT → PFM of 1.416 smaller than *t*-table 1.66039.

From Table 6, it can be seen that the original sample estimate value EM → PFM is positive at 0.080 with a significance of 0.220 greater than 0.05 so that it can be interpreted as having no significant effect, meaning that emotional maturity does not have a significant effect on teacher performance, on the contrary the original sample estimate EC value → PFM is positive at 0.228 with a significance of 0.012 and the original sample estimate ES value → PFM is positive at 0.443 with a significance of 0.000 both of these variables have a significance less than 0.05 so that it can be interpreted that both have a positive influence, meaning that emotional competency and emotional sensitivity have an effect positive on teacher performance. The original sample estimate value EM → ATT is positive at 0.288 with a significance of 0.004 which is less than 0.05, meaning that emotional maturity has a positive effect on attitude, so does EC → ATT with an original sample estimate value of 0.256 with a significance of 0.006 and the original sample estimate ES value → ATT is 0.345 with a significance of 0.000 less than 0.05, meaning that emotional

Table 6  
Path Coefficients

	$\beta$	Sample mean	SD	T statistics	P-value	Conclusion
EM → PFM	0.080	0.084	0.104	0.773	0.220	Rejected
EC → PFM	0.228	0.232	0.101	2.251	0.012	Accepted
ES → PFM	0.443	0.438	0.100	4.446	0.000	Accepted
EM → ATT	0.288	0.288	0.109	2.655	0.004	Accepted
EC → ATT	0.256	0.254	0.100	2.551	0.006	Accepted
ES → ATT	0.345	0.349	0.095	3.642	0.000	Accepted
ATT → PFM	0.157	0.159	0.105	1.499	0.067	Rejected
EC → ATT → PFM	0.040	0.040	0.033	1.209	0.114	Rejected
EM → ATT → PFM	0.045	0.048	0.039	1.161	0.123	Rejected
ES → ATT → PFM	0.054	0.054	0.038	1.416	0.079	Rejected

competency and emotional sensitivity have a positive effect on Attitude. Conversely, the original sample estimate ATT → PFM is positive 0.157 with a significance of 0.067 greater than 0.05 which means that it has no significant effect, meaning that attitude has no effect on teacher performance.

Furthermore, the effect of the Attitude variable as a variable that mediates the relationship between exogenous and endogenous variables with the following results; the original sample estimate value EM → ATT → PFM is positive 0.040 with a significance of 0.114 greater than 0.05 which means that it cannot mediate the relationship, meaning that Attitude cannot mediate the relationship between emotional maturity and teacher performance. This also occurs in EC → ATT → PFM, the original sample estimate value is positive 0.045 with a significance of 0.123 and the original sample estimate ES → ATT → PFM value is positive 0.054 with a significance of 0.079, both significance values greater than 0.05 can be means that it cannot mediate the relationship, meaning that attitude cannot mediate the relationship between emotional competency and teacher performance and also attitude cannot mediate the relationship between emotional sensitivity and teacher performance.

#### 4. Discussion and Conclusion

This study has four main objectives, and then ten proposed hypotheses to be tested, the results of the hypothesis testing in this study note that 5 (five) have a positive influence and support the hypothesis, while the other 5 (five) reject or do not support the hypothesis. The results of the study rejected the first hypothesis which indicated that there was a positive and significant effect of emotional maturity on teacher performance, meaning that emotional maturity actually did not have a significant effect on teacher performance in Demak. PAI teachers think that emotional maturity is an attitude that must be possessed, attitudes such as being able to adapt, high awareness in teaching, the desire to develop the potential of others and prioritizing student satisfaction are already the responsibility of a teacher. These results reject previous research conducted by Kaur et al., (2018) and support research conducted by Kuswanto, (2021). Add a rationalization of the relationship variables and the results of previous research.

The results of this study also prove support for the second hypothesis which confirms a positive and significant relationship between emotional competency and teacher performance, meaning that emotional competency has a significant effect on teacher performance pandemic in Demak. This is because PAI teachers think that emotional competencies such as controlling emotions, maintaining high self-esteem, responsiveness and controlling ego, are very much needed in improving their performance. The results of this study support previous research conducted by Kaur et al. (2018) and Kuswanto (2021). Likewise, the results of this study support the third hypothesis which confirms a positive and significant relationship of emotional sensitivity to teacher performance, meaning that emotional sensitivity has a significant effect on teacher performance in Demak. The teacher considers that empathy, inter-personal relationships, warm communication and emotional control in responding to something are the needs of the teacher in

order to improve good relations with students during a pandemic, so that in front of students the teacher becomes a good role model. These results support the research conducted by Kaur et al. (2018) and Kuswanto (2021).

The results of this study also find support for the fourth hypothesis which confirms that there is a positive and significant relationship between emotional maturity and attitude. This means that emotional maturity has a positive influence on the attitude of Islamic education teachers in Demak. This is because emotional maturity such as adaptability, high awareness in teaching, the desire to develop the potential of others and prioritizing student satisfaction contribute to the teacher's attitude in the teaching and learning process. This attitude is in the form of teaching style, approach and feedback in learning. The results of this study also support the fifth hypothesis which indicates a positive relationship between emotional competency and attitude, meaning that emotional competency has a positive effect on teacher attitudes. This is because emotional competencies, such as controlling emotions, maintaining high self-esteem, responsiveness and controlling ego, are urgently needed to improve the teacher's attitude in learning. The results of this study also support the sixth hypothesis that there is a significant relationship between emotional sensitivity and attitude. This means that emotional sensitivity has a positive effect on attitude. Teachers assume that emotional sensitivity such as empathy, inter-personal relationships, warm communication and emotional control in response to something can improve the teacher's attitude in the learning process, so that the learning carried out by the teacher is more interesting and more communicative to students. Although in different conditions and situations, this research supports the results of previous studies (e.g. Eşkişu et al., 2022; Marhani & Usman, 2021).

The results of this study demonstrate that the seventh hypothesis is rejected. There is no positive relation between attitude and teacher performance. It is assumed that the distant or online learning, open and adaptive attitude, motivating attitude, positive attitude does not affect teacher performance. Thus, it can be said that this study contradicts to what Rhamanda et al. (2021) and Waruwu et al. (2022) have reported. This study also reports that the eighth hypothesis on whether or not Attitude can mediate the relationship between Emotional Maturity and teacher performance is rejected. It is assumed that attitude mediates the relationship between emotional maturity and teacher performance, meaning that attitude cannot mediate the relationship between emotional maturity and teacher performance, because the learning process is distance/online teaching style, approach to learning as well as learning feedback has no effect as a result the teacher cannot develop to the maximum the potential he has.

The results of this study also reject the ninth hypothesis, which states that attitude mediates the relationship between emotional competency and teacher performance, meaning that attitude cannot mediate the relationship between emotional competency and teacher performance. Because of the potential possessed by teachers in the distance/online learning process such as teaching styles, approaches to learning and learning feedback are not able to mediate such as controlling emotions, maintaining high self-esteem, responsiveness and controlling ego so that teacher performance increases. The results of this study also reject the tenth hypothesis, which states that attitude mediates the relationship between emotional sensitivity and teacher performance, meaning that attitude cannot mediate the relationship between emotional sensitivity and teacher performance. because the distance/online learning process results in attitudes such as teaching styles, approaches to learning and learning feedback are unable to mediate between empathy, inter-personal relationships, warm communication and emotional control in responding to something with teacher performance this is due to differences in distance, space and time.

The results show that emotional intelligence and emotional sensitivity can shape teacher performance, however, emotional maturity cannot shape teacher performance significantly. On the other hand, teacher emotional intelligence has been proven to be a strong predictor in shaping teachers' attitude, while attitude cannot shape teacher performance. Therefore, it can be said that attitude cannot shape the teacher performance.

## 5. Limitation and Educational Implication

The results of this study contribute to developing a theory of human resource management in the field of education. The model in this study can be used as a basis for making policies in managing and evaluating teacher performance from the perspective of emotional maturity, competency, and sensitivity. This research is more substantial on a quantitative approach so that further researchers can elaborate on other approaches, such as mixed method. The scope of this research is limited to teachers of Islamic religious education in Indonesia, so future research is suggested to broaden the demographic coverage of the respondent's education.

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