

Research Article

The impact of teacher professional identity and psychological capital on learning assessment: Exploring emotional intelligence in language teachers

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Teacher learning assessment is vital for developing a school organization, including teacher performance and students' achievement. Accordingly, this study aims to investigate teachers' learning assessment, teacher professional identity, psychological capital, and emotional intelligence from a perspective that also seeks to discover the mediating role of emotional intelligence in the relationship between teacher professional identity and psychological capital, as it relates to teachers' learning assessment. Using an ex post facto approach, the researchers created a Likert scale model questionnaire. They shared it with 522 government-employed Indonesian language teachers from senior high schools; researchers were selected through accidental sampling from 11 regencies. Structural equation modeling, supported by correlational, descriptive, and standard method bias analyses, is employed in the data analysis. Teacher professional identity, psychological capital, and emotional intelligence were found to have a direct influence on teachers' learning assessment in this study. Furthermore, emotional intelligence has mediated the indirect influence of teacher professional identity and psychological capital on teachers' learning assessment. It has been established that a novel model of emotional intelligence mediates the impact of teacher professional identity and psychological capital on teachers' learning assessment. As a result, teachers' learning assessment can be enhanced through improved teacher professional identity, psychological capital, and emotional intelligence. Therefore, the new empirical model can be discussed in depth and critically before being applied and modified by researchers and practitioners in their future work.

Keywords: Emotional intelligence; Language teacher; Learning assessment; Psychological capital; Teacher professional identity

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1. Introduction

Learning assessment of language is critical for educational institutions, including teachers, in the context of teaching and learning within a school organization. Learning assessment, for example, improves the measurement of student achievement, identifies learning difficulties, and provides feedback for improvement (de Sousa Nunes Vieira et al., 2024). In the context of language education, teacher learning assessment of the Indonesian language influences student learning achievement and boredom. It indicates that teachers' self-assessment is critical for themselves, their

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students, and school organizations. Furthermore, it affects nations' human capital (Rakhimzhanova et al., 2024). For example, Indonesia's Human Capital Index [HCI] ranking in 2022 was 130 out of 199. The results accumulate various educational problems, including teachers' learning assessment.

Teachers' learning assessment can be influenced by teacher professional identity, psychological capital, and emotional intelligence. Studies reveal that teacher professional identity has a significant impact on learning assessment (Adie et al., 2024; Shin & Alpern, 2024). Furthermore, Gomes da Costa et al. (2021) demonstrates that psychological capital has a significant impact on learning assessment. Sasere and Matashu (2025) also claim that emotional intelligence impacts learning assessment. The additional research indicates that teacher professional identity and psychological capital have an impact on learning assessment (Gong et al., 2025). Studies demonstrate a strong correlation between teacher professional identity and emotional intelligence (Prajapati & Gupta, 2023; Su et al., 2024). In addition, Zhang and Xu (2024) and Pradhan et al. (2016) demonstrate that psychological capital is linked to emotional intelligence skills.

However, contradictory results have been discovered in another study. For instance, Dmitrenko et al. (2021) shows that learning assessment impacts motivation as an indicator of emotional intelligence. Furthermore, Granberg et al. (2021) notes that learning assessment is linked to self-efficacy, serving as an indicator of psychological capital. Fjelkner et al. (2019) also demonstrates that teacher learning assessment links to personality as an indicator of teacher professional identity. In addition, Ruzek et al. (2016) prove no significant relationship between teacher professional identity and emotional intelligence. Lastly, other studies suggest that teacher professional identity and emotional intelligence influence self-efficacy, a key indicator of psychological capital (Gkintoni et al., 2024; Wang & Chu, 2023). The inconsistency in the research results requires scientific clarification to prevent confusion among academics and practitioners.

Based on the urgency, this study objectives to investigate the effects of teacher professional identity, psychological capital, and emotional intelligence on teachers' learning assessment; teacher professional identity and psychological capital on teachers' learning assessment; and discovers new things (novelties) concerning emotional intelligence plays a mediating role in the impact of teacher professional identity and psychological capital on teachers' learning assessment to their professions.

1.1. Learning Assessment

Conceptually, learning assessment is a process of collecting information or data about an object, which is then evaluated based on specific criteria to inform decisions (Schellekens et al., 2021; Sukenti et al., 2020). Meanwhile, in the context of education, learning assessment is a process of assessing teachers that describes information about students' performance abilities in expressing and mastering ideas (content), organizing writing, grammar, conjunctions (connecting words), and logical thinking using good and correct language rules (Gebremariam & Gedamu, 2022). Learning assessment is a process of collecting various data that provides information about the development of student learning and determines the abilities of students. This assessment can motivate students to strive for excellence. It can be said that assessment is critical in the learning process in schools (Schellekens et al., 2021; Sukenti et al., 2020). Wolterinck et al. (2022) says that assessment is a process of collecting various data that can provide an overview of student learning development. The description of student learning development needs to be known by teachers so that they can ensure that students experience the learning process correctly. Assessment is a process of collecting information to measure student learning outcomes. The main principle of assessment in creative Indonesian language learning is authentic-based assessment, namely, assessment that is based on the reality of students in learning (Karlen et al., 2024). Three markers of a teacher's learning assessment from an educational perspective are listed by Atjonen et al. (2022), namely formative assessment, summative assessment, and diagnostic assessment. Formative assessment: assessment conducted during the learning process to provide feedback and improvement.

Summative assessment: an assessment conducted at the end of learning to assess final achievement. Diagnostic assessment: an assessment conducted to determine the student's initial level of understanding. This study defines teachers' learning assessment as their strong desire to identify with and actively assess student learning in a variety of formative, summative, and diagnostic assessments for student progress.

1.2. Teacher Professional Identity and Teachers' Learning Assessment

Teacher professional identity, among other things, influences teachers' learning assessment. Previous studies have discovered an association between teacher professional identity and learning assessment (Adnan et al., 2019). Similarly, research shows that teacher professional identity influences assessment competence (Karlen et al., 2024; Sukenti et al., 2020), measurement competence (Sun et al., 2025), and project evaluation skill (Magaji & Ade-Ojo, 2023). According to other studies, teacher professional identity influences organizational assessment (Leenknecht et al., 2021; Wolterinck et al., 2022). It addresses that teacher professional identity is a crucial antecedent of learning assessment, including teacher professional identity, which refers to individual abilities, talents, recognition tasks, accurate judgment, and management of senses compared to other people and groups (Karlen et al., 2024; Li & Khairani, 2025). Higher teacher professional identity enables people to recognize better, manage, and control their own emotions as well as those of others (Lai & Jin, 2021; Martinsone et al., 2022) and perceive their own and others' behavioral causes (de Vries et al., 2022). According to Rajabieslami and Troudi (2024) and Wolterink et al. (2022), people with teacher professional identity typically possess the abilities and innate composure required to keep an eye on and filter certain emotions that might be harmful to them or others around them. Adnan et al. (2019) identify five indicators of teacher professional identity: pedagogic, professional, personality, social, and leadership. Consequently, it is possible to formulate the following hypothesis [H]:

H1: A positive and statistically significant relationship between teacher professional identity and teachers' learning assessment.

1.3. Psychological Capital and Teachers' Learning Assessment

Psychological capital also has an impact on teachers' learning assessment. The findings of Xu and Zhang (2023) show that psychological capital is related to teachers' learning assessment. Similar research has found that psychological capital influences teachers' learning assessment and measurement skills (Lin, 2021; Xu & Zhang, 2023). It emphasizes the importance of psychological capital for learning assessment, particularly for teachers. Furthermore, psychological capital has been shown to impact a lot of other aspects of assessment and organizational learning. For instance, psychological capital is a significant predictor of performance, particularly for academic achievement (Dimas et al., 2022). Psychological capital and inventive behavior are also connected with job satisfaction (Da et al., 2020), organizational citizenship behavior (Dóci et al., 2023), and career outcomes (Ali et al., 2022). In general, Jurek and Niewiadomska (2021) have demonstrated that psychological capital improves the quality of learning. Psychological capital is essential to people's lives and organizations, as several earlier studies have shown. As such, it must be continuously explored and debated, especially when it comes to concerns related to teachers' learning assessment. Psychological capital is a construct that represents a good psychological condition in an individual's growth and the second order of human nature (Avey et al., 2009). According to Bockorny and Youssef-Morgan (2019), psychological capital is a positive psychological state that can be raised and developed, rather than traits that are relatively stable and difficult to change. These are basic competencies that are essential for employees to develop awareness, passion, dedication, and extra effort to achieve efficiency in the workplace (Çavuş & Gökçen, 2015), as well as psychological resources that can promote personal growth and improve performance (Bockorny & Youssef-Morgan, 2019). Psychological capital provides a framework for comprehensively understanding human assets that are useful for actualizing various human potentials (Goertzen & Whitaker, 2015; Goswami et al., 2024) especially salient potential. It refers

to the tendency of individuals to be motivated towards the attainment of goals, to recognize paths to achieving those goals, to believe that they can succeed in achieving their plans, and to recover from the inevitable setbacks of pursuing those goals (Luthans & Youssef-Morgan, 2017). Self-efficacy, optimism, hope, and resilience are the characteristics of psychological capital (Goertzen & Whitaker, 2015). As a result, the following hypothesis can be expressed:

H2: A positive and statistically significant relationship between teachers' psychological capital and teachers' learning assessment.

1.4. Emotional Intelligence and Teachers' Learning Assessment

Emotional intelligence, among other things, influences learning assessment. Previous studies have discovered an association between emotional intelligence and learning assessment (Ritonga et al., 2023; Sukenti et al., 2021). Similarly, research shows that emotional intelligence influences assessment competence (Al-Jundi & Al-Taher, 2022; Mondal & Mondal, 2020), measurement skill (Dubovi, 2023), and learning evaluation (Mai, 2018). According to other studies, emotional intelligence influences learning measurement (Gkintoni et al., 2024; Sukenti et al., 2021). It addresses that emotional intelligence is a crucial antecedent of learning assessment, including teachers. Emotional intelligence refers to an individual's abilities (Adade et al., 2024), talents, recognition tasks, accurate judgment, and management of emotions compared to other people and groups (Sukenti et al., 2021). People with higher emotional intelligence are better able to recognize, manage, and control their own emotions as well as those of others (Sukenti et al., 2021) and perceive their own and others' behavioral causes (Tambak & Sukenti, 2020). According to Mondal and Mondal (2020), and Sasere and Matashu (2025), people with emotional intelligence typically possess the abilities and innate composure required to keep an eye on and filter certain emotions that might be harmful to them or others around them. The original definition of emotional intelligence is a set of interrelated abilities. It is characterized by four related abilities: perceiving, using, understanding, and managing emotions (Mayer & Salovey, 1997). Goleman (2005) identifies five indicators of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and relationship management. When teachers have high levels of self-awareness, self-control, drive, empathetic concern, and relationship management, they are more competent in learning assessment, mastery of formative assessment, summative assessment, and diagnostic assessment areas of a teacher's learning assessment (Atjonen et al., 2022; Sukenti et al., 2021). Consequently, it is possible to formulate the following hypothesis:

H3: A positive and statistically significant relationship between emotional intelligence and teachers' learning assessment.

1.5. Teacher Professional Identity and Teachers' Emotional Intelligence

Teacher professional identity influences emotional intelligence in addition to learning assessment. According to academics, teacher professional identity has an impact on emotional intelligence (Ruzek et al., 2016; Smith & Whitley, 2023; Susanto et al., 2019). Similar research has found that teacher professional identity is linked to managing emotional (Zembylas, 2003) as well as communication (Smith & Whitley, 2023; Susanto et al., 2019). This teacher's professional identity is that the ability to manage competence effectively with others is a prerequisite for emotional intelligence. In real life, teachers who possess high levels of self-awareness, for instance, are self-assured, realistic in their assessment of their skills, and aware of their feelings and how to use them to inform judgments (Ruzek et al., 2016; Smith & Whitley, 2023). Additionally, they exhibit a great degree of openness, acting honestly and being willing to express themselves. Similarly, high relationship management among teachers is manifested in appropriately managing emotions by considering social situations, interacting intensely, and utilizing persuasion, leadership, negotiation, and dispute resolution skills to foster teamwork (Ruzek et al., 2016; Tambak & Sukenti, 2020). This tends to stimulate their supportiveness and positivity, expressing open-mindedness and a willingness to listen to opposing viewpoints, as well as providing support and

offering praise to others with whom you interact (Susanto et al., 2019; Tambak & Sukenti, 2020). Consequently, it is possible to put up the following hypothesis:

H4: A positive and statistically significant relationship between teacher professional identity and teachers' emotional intelligence.

1.6. Psychological Capital and Teachers' Emotional Intelligence

Psychological capital may also influence teachers' emotional intelligence. Although prior studies related to psychological capital affecting emotional intelligence are difficult to come by, similar studies have been discovered. Psychological capital, for example, has been linked to emotional intelligence skills in a study by Shahid et al. (2023). Other research has found a link between psychological capital and emotional competence (Adnan et al., 2019; George et al., 2023; Xu & Zhang, 2023), as well as a relationship with emotional intelligence (George et al., 2023). Previous research suggests that psychological capital is a crucial prerequisite for emotional intelligence. In reality, teachers with a substantial psychological capital, as evidenced by self-efficacy, optimism, hope, and resilience (Xu & Zhang, 2023), are emotionally effective with students, as evidenced by openness, empathy, support, positivity, and equality (Al-Jundi & Al-Taher, 2022; Mondal & Mondal, 2020). For example, a teacher with a height of optimism who has a clear assessment of a particular situation and understands what can be done in that situation is more likely to be positive and praise others with whom they interact. Other teachers who have strong hope, which manifests in confidence in achieving their goals and finding ways to overcome difficulties, tend to be supportive, as evidenced by their open-mindedness and willingness to listen to opposing viewpoints and provide support. Based on the preceding research and argument, the following hypotheses can be developed:

H5: A positive and statistically significant relationship between psychological capital and teachers' emotional intelligence.

1.7. Mediating Role of Emotional Intelligence

Research on how emotional intelligence mediates the impact of teacher professional identity and psychological capital on teachers' learning assessment remains elusive. However, several previous research results have led to the role of mediation. The research results by Susanto et al. (2019) and Shahid et al. (2023) prove that teacher professional identity and psychological capital significantly impact emotional intelligence, while the study by Mondal and Mondal (2020) reveals that emotional intelligence influences learning assessment. Some of the results of this study confirm the role of emotional engagement as a mediator variable for the influence of teacher professional identity and psychological capital on learning assessment. Thus, it can propose the hypothesis as follows:

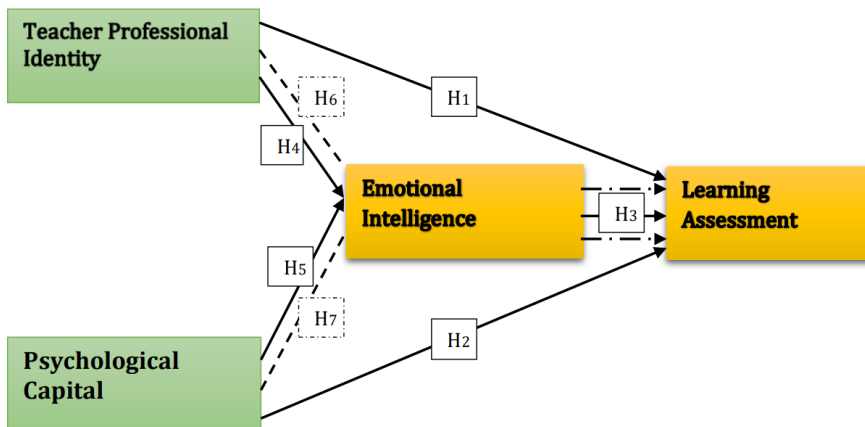
H6: A positive and statistically significant relationship between teacher professional identity and teachers' learning assessment through emotional intelligence.

H7: A positive and statistically significant relationship between psychological capital and teachers' learning assessment through emotional intelligence.

1.8. Research Framework

This research framework was built based on several relevant previous research results, namely teacher professional identity, psychological capital, and emotional intelligence affecting teachers' learning assessment (Adnan et al., 2019; Lin, 2021; Ritonga et al., 2023; Sukenti et al., 2021) and teacher professional identity and psychological capital impacts teachers' emotional intelligence (Ruzek et al., 2016; Shahid et al., 2023). The results of their research indicate the potential role of emotional intelligence in mediating the influence of teacher professional identity and psychological capital on teachers' learning assessments, highlighting a novel area that requires empirical verification. The causal relationship between these variables is illustrated in Figure 1.

Figure 1
Research framework



2. Method

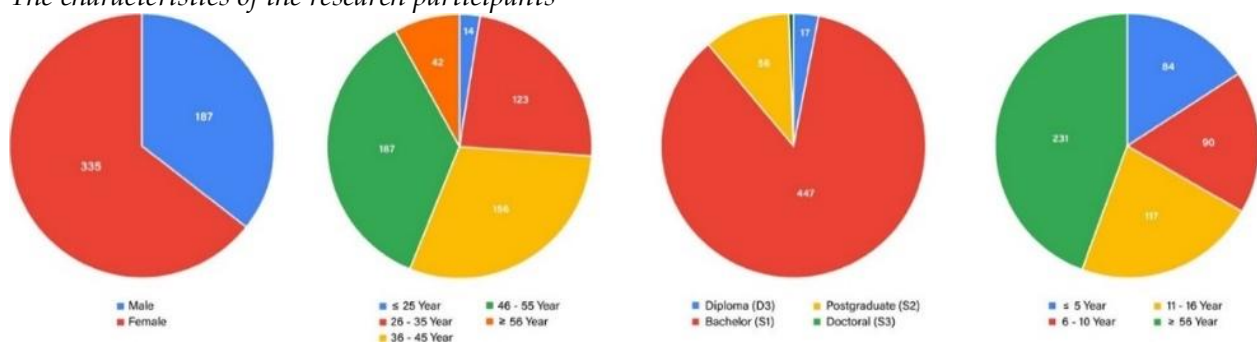
2.1. Research Design

To analyze the relationship between variables, this research used a quantitative method and an ex post facto approach (Cresswell, 2019). The analysis is conducted using Structural Equation Modeling [SEM] to measure the impact of variables. SEM analysis is based on two measurement models, namely, the outer model and the inner model. Outer model measurement is based on assessing convergent validity and discriminant validity. Convergent validity is conducted by measuring composite reliability, Cronbach's alpha, and extracting the average variance extracted. While discriminant validity ensures that each unit represents its concept and does not overlap, discriminant validity is measured using the Fornell-Larcker criterion. After conducting the outer model test, the next step is to conduct inner model tests to examine the research hypothesis. Hypothesis testing uses the t value or p-value, the leading indicator of the examined structural model (Hair et al., 2014).

2.2. Participant

The study's sample consisted of 522 government-employed Indonesian teachers from senior high schools in Riau Province. These eleven regencies/cities are where they are from: Pekanbaru, Kampar, Indragiri Hulu, Indragiri Hilir, Pelalawan, Siak Sri Indrapura, Bengkalis, Kepulauan Meranti, Dumai, Rokan Hilir, and Rokan Hulu. Participants were selected through accidental sampling based on their willingness to voluntarily complete a questionnaire. Accidental sampling is a non-probability sampling technique where respondents are selected based on chance, specifically anyone the researcher meets spontaneously at the research location. As visualized in Figure 2, 64.18% of them were women, 35.82% were aged 46–55 years, 85.63% were bachelor's degree holders, 87.16% were married, and 44.25% had teaching experience of more than 16 years.

Figure 2
The characteristics of the research participants



2.3. Instruments

This research employs a questionnaire instrument in a Likert scale format, offering five possible responses, ranging from strongly disagree (score 1/4 1) to strongly agree (score 1/4 5). The researcher themselves developed the questionnaire based on widely accepted indicators/theoretical dimensions from experts. For teacher professional identity, indicators include pedagogical [Ped], professional [Pro], personality [Pers], social [Soc], and leadership [Led] (Adnan et al., 2019). Psychological capital is made up of four indicators: resilience [Res], optimism [Opt], hope [Hop], and self-efficacy [S-E] (Çavuş & Gökçen, 2015). The traits of emotional intelligence are self-awareness [SA], self-regulation [SR], motivation [MoT], empathy [Emp], and relation management [RM] (Goleman, 2005). Formative assessment [FoA], summative assessment [SuA], and diagnostic assessment [DiAs] areas of a teacher's learning assessment (Atjonen et al., 2022). Before being used for research, the questionnaire was tested on 30 trial samples to determine its validity and reliability. The validity test uses the Product-Moment Pearson correlation formula, while the reliability test uses the Cronbach's Alpha formula (Hair et al., 2014).

The teacher professional identity questionnaire consists of ten items, such as 'I fight for unmet life goals by harnessing the power of my emotions,' 'I actively go above and beyond to assist students in solving issues,' and 'I have no trouble forming social bonds with a variety of people,' with corrected item-total correlation coefficient [CI-TCC] range of .378 to .715 and an alpha coefficient [AC] of .874. Psychological capital comprises twelve items, including 'I believe I can adjust to challenging new assignments at school,' 'I think I can offer different perspectives on how to handle unresolved school issues,' and 'I think I will be able to adjust to the demands of future teaching assignments,' with CI-TCC range of .441 to .851 and AC of .898. Emotional intelligence questionnaire consists of ten items, such as 'I fight for unmet life goals by harnessing the power of my emotions,' 'I actively go above and beyond to assist students in solving issues,' and 'I have no trouble forming social bonds with a variety of people,' with corrected item-total correlation coefficient [CI-TCC] range of .403 to .933 and an alpha coefficient [AC] of .950. Finally, teachers' learning assessment comprises nine items for instance, 'I often make updates to the topic assessment,' 'I take into account the traits of the students when imparting the assessment of material,' and 'Throughout the learning assessment process, I consider the student's actual psychological state,' with CI-TCC range of .447 to .755 and AC of .862. All items have a CI-TCC greater than .361, indicating validity. The AC is also greater than .70, indicating reliability (Hair et al., 2014; Hong et al., 2023). As a result, every questionnaire is reliable and valid, making them appropriate for gathering data for research projects.

Additionally, according to several experts, a self-report questionnaire employed in a cross-sectional survey study like this one overlooks the problem of CMB, which is one cause of measurement inaccuracy (Conway & Lance, 2010). The standard method variance [CMV] produces an observable and objective correlation between constructs, or variables; this difference is known as the CMB. CMV can increase the apparent connection above the actual correlation. CMV therefore poses a challenge to the validity and reliability of study findings (Fuller et al., 2016), and measures to limit and mitigate CMV are suggested through procedural and statistical modifications. To identify the potential for CMV, this study employed the correlation matrix approach and the statistical processes of Harman's single-factor test (Malhotra et al., 2017). Harman's single-factor test indicates that the correlation coefficient between constructs (variables) is less than 0.9 percent (Fuller et al., 2016) and that the total variance extracted by one factor is 45.341 percent, which is less than the suggested threshold of 50 percent (Fuller et al., 2016). This indicates that no CMV (CMB) was found in the study's data, thus allaying any worries regarding the possibility of CMV (CMB).

2.4. Procedures

This article begins with determining the problem and research objectives, followed by a literature review, hypotheses, and the development of a conceptual research framework. Following this, a

research instrument was developed in the form of a questionnaire based on theoretical indicators provided by experts. Before being used to conduct research, the questionnaire was preliminary tested on a limited sample (30 teachers) with characteristics similar to those of the research sample. The aim is to determine the validity of the statement items and the reliability of the questionnaire. After validating and reliability testing all the items in each questionnaire, the questionnaire was used to collect research data from 522 teachers through surveys, distributed via email and the WhatsApp application. The research was conducted over four months, from February to May 2025. In the introduction to the questionnaire, participants were informed about the research objectives. They consented to the information (data) provided for research and scientific publication purposes, with the concession that their privacy would be kept confidential. Only questionnaires filled out completely and correctly, and obtained participant consent, were used for research data.

2.5. Statistical Analysis

Data supported by correlational, descriptive, and standard method bias analysis are analyzed using structural equation modeling [SEM]. The significance of the direct and indirect effects (mediation) was assessed using the *t*-test and the Sobel test [Z] (Koopman et al., 2014). For CMB, descriptive, and correlational analysis, SPSS version 22 was utilized, while LisRel 8.80 was used for SEM analysis.

3. Result

3.1. Descriptive and Correlational Analysis

Table 1 summarizes the descriptive statistics for all study variables. Overall, the mean scores across teacher professional identity, psychological capital, emotional intelligence, and teachers' learning assessment were higher than their respective standard deviations, indicating acceptable variability and a well-distributed dataset. Correlation analysis results showed that all indicators were significantly and positively associated with one another, with correlation coefficients ranging from .18 to .79 ($p < .01$). These values confirm meaningful relationships among the variables while remaining below the .80 threshold, suggesting that multicollinearity was not a concern.

3.2. Confirmatory Factor Analysis

Table 2 displays the findings of the confirmatory factor analysis. All factor loading values (*k*) exceed .3, and the *T*-value is higher than the critical value (1.65). It proves that all indicators are valid and can be used to measure different variables. Constructed reliability [CR] and variance extracted [VE] values are used to calculate reliability in the interim. Every variable has VE values greater than 0.50 and CR values greater than .70 (Hair et al., 2014). It therefore shows adequate convergence and strong reliability.

3.3. Goodness of Fit Analysis

Table 3 presents the goodness-of-fit statistics for the tested measurement model. Results of the goodness of fit [GOF] displayed in Table 3 indicated that three indicators (Chi-Square, Sig. Probability, and RMSEA) did not meet the eleven criteria measurement standards. At the same time, eight did (GFI, NFI, NNFI, AGFI, CFI, RFI, Chi-Square normed, PNFI). According to Hair et al. (2014), Chi-Square requires additional testing because it is susceptible to large sample sizes (>200). Consequently, Chi-Square does not provide a sufficient probability value, as was the case in this investigation with a sample of 522 teachers. However, since the remaining eight criteria are satisfied, it can still be accepted (fit).

Table 1
Descriptive and correlational analysis

Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Teacher professional identity																			
1. Ped	8.45	1.266	—																
2. Pro	8.73	1.187	.64**	—															
3. Pers	8.65	1.322	.53**	.79**	—														
4. Soc	8.29	1.391	.46**	.59**	.70**	—													
5. Led	8.63	1.386	.47**	.69**	.75**	.66**	—												
PsyCap																			
6. S-E	13.37	1.284	.33**	.39**	.36**	.29**	.35**	—											
7. Opt	12.89	1.346	.39**	.42**	.37**	.34**	.35**	.62**	—										
8. Hop	12.46	1.461	.32**	.43**	.44**	.43**	.39**	.45**	.70**	—									
9. Res	12.23	1.286	.39**	.47**	.43**	.38**	.41**	.74**	.76**	.59**	—								
Emotional intelligence																			
10. SA	9.05	.988	.33**	.41**	.37**	.31**	.38**	.38**	.47**	.41**	.48**	—							
11. SR	8.63	1.055	.30**	.34**	.34**	.32**	.36**	.37**	.42**	.44**	.50**	.49**	—						
12. MoI	8.35	1.064	.35**	.30**	.32**	.33**	.34**	.34**	.44**	.42**	.47**	.38**	.54**	—					
13. Emp	8.44	.963	.24**	.23**	.18**	.25**	.22**	.26**	.35**	.31**	.34**	.34**	.36**	.32**	—				
14. RM	8.91	1.278	.27**	.36**	.31**	.27**	.32**	.33**	.42**	.33**	.43**	.72**	.38**	.34**	.44**	—			
Teachers' learning assessment																			
15. FoA	13.09	1.412	.34**	.40**	.39**	.41**	.41**	.40**	.52**	.55**	.55**	.42**	.41**	.31**	.43**	.60**	—		
16. SuA	13.43	1.428	.29**	.39**	.37**	.37**	.41**	.47**	.51**	.52**	.58**	.44**	.39**	.21**	.36**	.59**	.70**	—	
17. DiAs	13.18	1.576	.30**	.34**	.41**	.35**	.36**	.38**	.41**	.47**	.46**	.31**	.37**	.35**	.36**	.45**	.59**	.71**	—

Note: Ped: Pedagogical; Pro: Professional; Pers: Personality; Soc: Social; Led: Leadership; Res: Resilience; Opt: Optimism; Hop: Hope; S-E: Self-efficacy; SA: Self-awareness; SR: Self-regulation; MoI: Motivation; Emp: Empathy; RM: Relation management; FoA: Formative assessment; SuA: Summative assessment; DiAs: Diagnostic assessment** $p < .01$.

Table 2

The results of the confirmatory factor analysis

<i>Variables</i>	<i>Indicator</i>	<i>k</i>	<i>k²</i>	<i>e</i>	<i>CR</i>	<i>VE</i>
Teacher professional identity					.897	.640
Ped	.63	.40	15.40	.61		
Pro	.86	.74	24.01	.26		
Pers	.91	.83	26.23	.17		
Soc	.75	.56	19.56	.44		
Led	.82	.67	22.26	.33		
Psychological capital					.880	.651
S-E	.77	.59	19.99	.41		
Opt	.85	.72	23.29	.27		
Hop	.69	.48	17.33	.52		
Res	.90	.81	25.48	.18		
Emotional intelligence					.774	.529
SA	.90	.81	23.20	.19		
SR	.56	.31	13.07	.68		
MoT	.45	.20	10.11	.80		
Emp	.42	.18	9.32	.83		
RM	.80	.64	19.85	.36		
Teachers' learning assessment					.859	.671
FoA	.77	.59	19.35	.41		
SuA	.91	.83	24.13	.17		
DiAs	.77	.59	19.58	.40		

Note. Ped: Pedagogical; Pro: Professional; Pers: Personality; Soc: Social; Led: Leadership; Res: Resilience; Opt: Optimism; Hop: Hope; S-E: Self-efficacy; SA: Self-awareness; SR: Self-regulation; MoT: Motivation; Emp: Empathy; RM: Relation management; FoA: Formative assessment; SuA: Summative assessment; DiAs: Diagnostic assessment.

Table 3

The goodness of fit statistics

<i>The goodness of fit index</i>	<i>Cut of value</i>	<i>Result</i>	<i>Information</i>
Absolute fit measures			
Chi-square	$\chi^2 < \chi^2 \text{ table}$	673.78	Poorly
Sig. probability	$p > .05$	.00	Poorly
GFI	$\geq .09$	.87	Good
RMSEA	$\leq .08$	.098	Poorly
Incremental fit measures			
NFI	$> .90$	.95	Good
NNFI	$\geq .90$	.95	Good
AGFI	$\geq .90$	.92	Good
CFI	$\geq .90$	.96	Good
RFI	$\geq .90$	.94	Good
Parsimony fit measures			
Chi-square normed	1 – 2 or < 3	1.19	Good
PNFI	0 – 1	.79	Good

3.4. Hypothesis Testing

The hypothesis testing results are presented in Figures 3 and 4 and summarized in Table 4. The findings show that teacher professional identity, psychological capital, and emotional intelligence exert significant direct effects on teachers' learning assessment ($c = .15$, $c = .50$, $b = .19$; $p < .01$). In addition, both teacher professional identity and psychological capital significantly and directly influence teachers' emotional intelligence ($c = .23$, $c = .57$; $p < .01$).

Moreover, the direct effects of psychological capital on emotional intelligence and learning assessment ($c = .50$; $c = .57$) are stronger than those of teacher professional identity ($c = .15$; $c = .23$). This indicates that psychological capital plays a more dominant role. Therefore, psychological capital should be prioritized when seeking to enhance teachers' emotional intelligence and learning assessment.

Figure 3

Standardized structural model

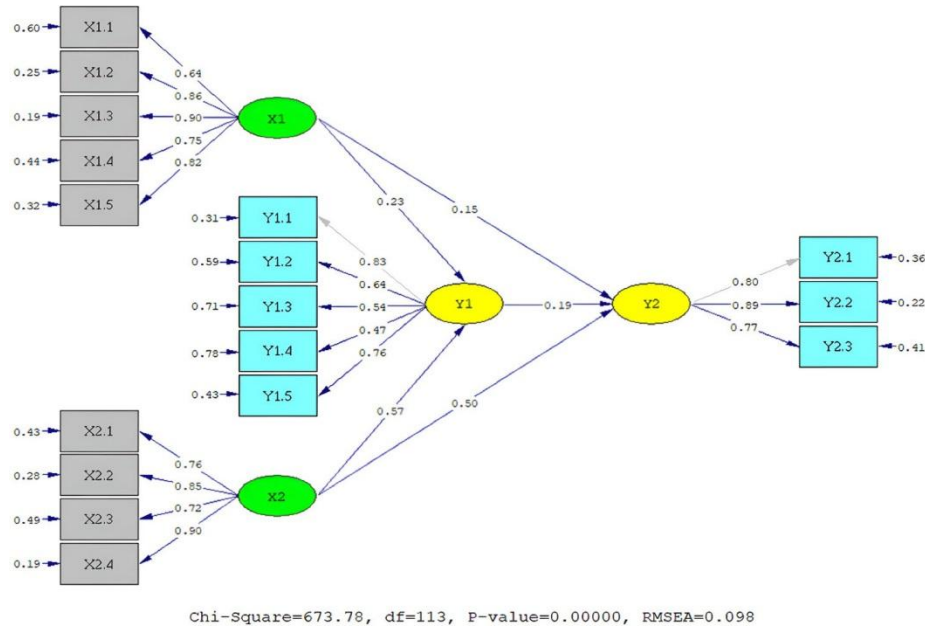
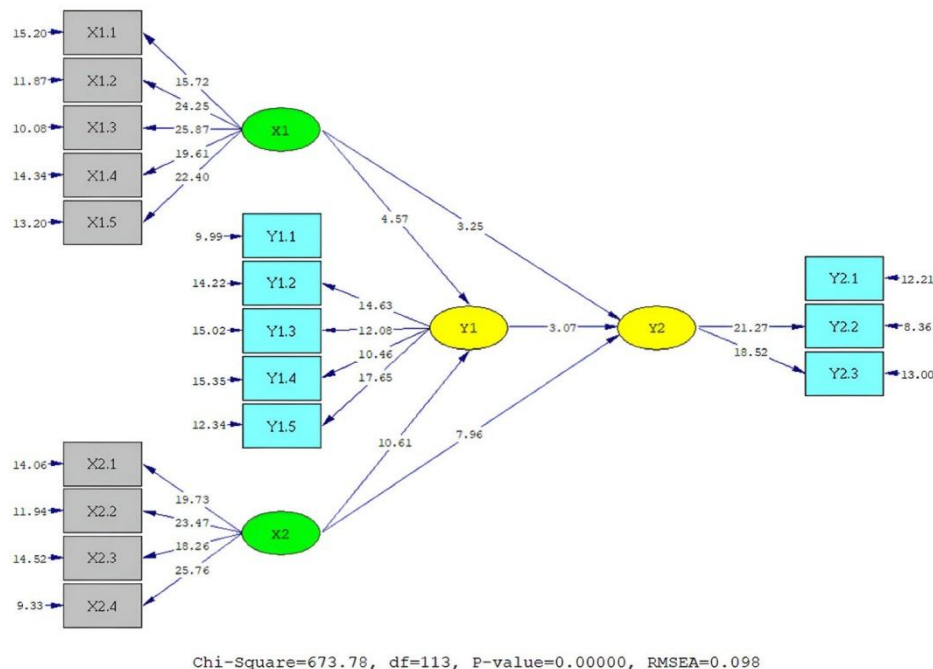


Figure 4

T-value structural model



Additionally, teacher professional identity and psychological capital have significant indirect effects on teachers' learning assessment through emotional intelligence (supported), with $b = .05$ ($p < .01$) for teacher professional identity and $b = .10$ ($p < .01$) for psychological capital. However, the mediation effect of psychological capital (.10) is stronger than that of teacher professional identity (.05), indicating that psychological capital plays a more influential role in enhancing

learning assessment. This finding highlights the importance of psychological capital, suggesting that it should be continuously supported and strengthened to maximize its contribution to teachers' learning assessment.

Table 4

Hypothesis testing

<i>Hypotesis</i>	<i>c/b</i>	<i>t/Z value</i>	<i>Decision</i>
H1: Teacher professional identity (X ₁) on teachers' learning assessment (Y ₂)	.16**	3.21	Supported
H2: Psychological capital (X ₂) on teachers' learning assessment (Y ₂)	.49**	6.86	Supported
H3: Emotional intelligence (Y ₁) on teachers' learning assessment (Y ₂)	.17**	3.02	Supported
H4: Teacher professional identity (X ₁) on emotional intelligence (Y ₁)	.21**	4.37	Supported
H5: Psychological capital (X ₂) on emotional intelligence (Y ₁)	.53**	10.51	Supported
H6: Teacher professional identity (X ₁) on teachers' learning assessment (Y ₂) mediated by emotional intelligence (Y ₁)	.05**	10.01	Supported
H7: Psychological capital (X ₂) on teachers' learning assessment (Y ₂) mediated by emotional intelligence (Y ₁)	.10**	11.34	Supported

Note. * $p < .01$.

5. Discussion

The study revealed that teacher professional identity, psychological capital, and emotional intelligence directly influenced the learning assessment of the Indonesian language teacher. It demonstrates how crucial teacher professional identity, psychological capital, and emotional intelligence are in figuring out how committed a teacher is to their learning and assessment for their professional career. This empirical result suggests that teachers with higher teacher professional identity are more likely to exhibit better learning assessment of the Indonesian language. Therefore, teacher professional identity will likely enhance teachers' learning and assessment of their professional careers. This empirical finding aligns with and validates earlier research that suggests teacher professional identity influences teachers' learning assessment of the Indonesian language (Adnan et al., 2019) and negates the research results of Sukenti et al. (2020), which reveal that learning assessment impacts motivation as a teacher's professional identity. In actuality, a teacher's learning assessment in their professional career depends on their professional identity. Highly personable teachers, for instance, consider how knowing one's feelings might inform one's decisions. One can become adept in the material they teach and stay up-to-date with the latest developments in the field by having a realistic assessment of their abilities and self-confidence (Ruzek et al., 2016; Smith & Whitley, 2023). Similarly, strong acceptance among teachers, such as taking the initiative and putting in the effort, can motivate them to improve their didactic competence and, most importantly, to transmit their assessment knowledge to students (Smith & Whitley, 2023; Ruzek et al., 2016). Overall, teacher professional identity can increase teachers' learning assessment to formative, sumative, and diagnostic assessment competency mastery and implementation.

This study demonstrated that psychological capital has a significant impact on teachers' learning assessments throughout their professional careers. According to the empirical results, teachers with high levels of psychological capital also exhibit strong learning assessment skills in the Indonesian language; in other words, psychological capital is a reliable tool for promoting practical learning assessment. This finding is consistent and affirms previous studies that psychological capital significantly affected learning assessment (Lin, 2021; Xu & Zhang, 2023), and it denies previous studies, which prove that learning assessment is related to self-efficacy as an indicator of psychological capital (Dimas et al., 2022; Lyndgaard et al., 2024). In reality, psychological capital can help teachers enhance their assessment skills in their professional careers.

Their conviction demonstrates strong self-efficacy in teachers that they can finish a task successfully, their mastery of the material they teach, and their ongoing review and updating of subject matter (Xu & Zhang, 2023). In addition, teachers with high resilience levels will be interested in helping students resolve problems both within and outside the classroom, including concerns and educational dilemmas (İme, 2025). It shows that teachers' learning assessment, which involves mastering and putting into practice topic, didactic, and pedagogic abilities, can be increased by all psychological capital indicators (self-efficacy, optimism, hope, and resilience).

This study also demonstrated that emotional intelligence significantly affects teachers' learning assessment of the Indonesian language. Furthermore, resilient teachers will be interested in their students' problems and dilemmas, as well as in solving educational and disciplinary issues both in and out of the classroom (İme, 2025). It demonstrates how all emotional intelligence indicators (self-awareness, self-regulation, motivation, empathy, and relationship management) can enhance teachers' learning assessment to mastering and implementing formative, sumative, and diagnostic assessment measurement (Ritonga et al., 2023; Sukenti et al., 2021). It suggests that teachers' ability to use emotional intelligence effectively with others strengthens their learning assessment. In other words, emotional intelligence can help teachers become more effective in their learning assessments within their profession. These findings are consistent and support the study of (Luthans & Youssef-Morgan, 2017; Thao et al., 2023), which claims that emotional intelligence significantly affects learning assessment and, at the same time, refute the research results of Ritonga et al. (2023), which reveal that learning assessment is linked to empathy as an emotional intelligence indicator. For example, teachers who are open-minded and have a strong willingness to listen to a different view and support it are more likely to transmit their knowledge to students effectively. Openness, empathy, support, positivity, and equality can motivate a teacher to master and apply subject, didactic, and pedagogical competencies.

The results of this study also indicated that teachers' emotional intelligence is significantly influenced by their professional identity. According to the evidence, teachers with a height teacher professional identity tend to evaluate their teaching effectively for students (Delbosq et al., 2024; Ma, 2022). In other words, teacher professional identity can help teacher improve their emotional intelligence skills. It supports the findings of scholars (Ruzek et al., 2016; Smith & Whitley, 2023) that teacher professional identity is linked to emotional intelligence, and refutes other studies that have found no significant relationship between teacher professional identity and emotional intelligence. However, teacher professional identity is a disposition that enables teachers to demonstrate emotional intelligence skills. Teachers, for example, who have realistic abilities, assessments, and self-confidence, are more likely to express themselves and act honestly (Atjonen et al., 2022; Sukenti et al., 2021). Furthermore, teachers who can appropriately place their professional identity by considering social situations are more likely to be evaluated to listen to others' points of view, provide support, be positive, and praise others.

This study also found that psychological capital significantly affects emotional intelligence. It demonstrates the tendency of teachers with sufficient psychological capital to be effective evaluators. As a result, psychological capital can be a valuable tool for teachers who want to improve their emotional intelligence skills. These findings corroborate previous research that linked psychological capital to emotional intelligence (George et al., 2023; Gong et al., 2019; Xu & Zhang, 2023; Zhang & Xu, 2024). In practice, teachers who possess a strong sense of optimism and can assess situations precisely, objectively, and realistically tend to be upbeat and enjoy praising others (Xu & Zhang, 2023). Furthermore, teachers who have high expectations, manifested in a strong belief that they can achieve their goals and overcome obstacles, have supportive attitudes, such as being open-minded, willing to listen to opposing viewpoints, and proactive in providing support to others, particularly students (Al-Jundi & Al-Taher, 2022; Mondal & Mondal, 2020).

Additionally, this study discovered new empirical information regarding the impact of teacher professional identity and psychological capital on how teachers' learning assessment of the Indonesian language mediated emotional intelligence. The findings align with earlier studies that

teacher professional identity influences emotional intelligence (Smith & Whitley, 2023; Su et al., 2024; Susanto et al., 2019) emotional intelligence is influenced by psychological capital (George et al., 2023; Xu & Zhang, 2023), and emotional intelligence influences learning assessment (Ritonga et al., 2023; Sukenti et al., 2021). These results led to the development of a novel empirical model that explains how teachers' learning assessment mediates emotional intelligence, which is affected by teacher professional identity and psychological capital.

A significant factor influencing this new model is how emotional intelligence acts as a mediator in converting the presence of teacher professional identity and psychological capital into positive energy that promotes greater assessment of teachers' professional careers. This factual information provides valuable insight into how emotional intelligence indicators like self-awareness, self-regulation, motivation, empathy, and relation management can support and transmit teacher professional identity traits like self-awareness, self-regulation, attention, empathy, and acceptance, among other things. The degree to which teachers are committed to their assessment for professional careers is greatly influenced by psychological capital elements, including self-efficacy, optimism, resilience, and hope. From the perspectives of emotional intelligence and psychological capital, these findings offer educational practitioners functional implications for using emotional intelligence as an intermediary strategy to strengthen teachers' learning assessments. It also means that school leaders need to synergize the potential of teachers' professional identity, psychological capital, and emotional intelligence in the Indonesian language to increase their learning assessment. These three variables can be developed through training activities, workshops, or sharing sessions accompanied by adequate simulations involving truly expert facilitators. In addition, this new model contributes theoretically to the study of assessment and language education, which are central to important questions about teacher professional identity, psychological capital, emotional intelligence, and learning assessment.

6. Conclusion

This study uncovered new empirical data on the critical role that emotional intelligence plays in mediating the impact of teacher professional identity and psychological capital on teachers' learning assessments of the Indonesian language. Its role extends beyond other findings, which confirm the significant influence of teacher professional identity, psychological capital, and emotional intelligence on teachers' learning assessments of the Indonesian language, as well as the positive impact of teacher professional identity and psychological capital on teachers' emotional intelligence. These findings provide new insight for teachers to be more concerned with emotional intelligence in carrying out their professional duties, especially as mediators who can transmit their teacher professional identity and psychological capital into positive energy that can raise their learning assessment of the Indonesian language. However, unfortunately, this study has several shortcomings that should be discussed and anticipated by researchers. These include the fact that not all theoretical indicators found in the literature were taken into account, that variables that could have affected the relationship between teacher professional identity, psychological capital, emotional intelligence, and learning assessment of Indonesian language teacher were not controlled for, that the study only used self-reported data, and that the study did not examine the empirical reasons why transmits teacher professional identity and psychological capital toward Indonesian language teachers' learning assessment. Therefore, future research should consider theoretical indicators omitted from this analysis, thereby allowing for the acquisition of research findings that could enhance or add a new dimension to this analysis. It is also important to think about using additional data sources, like students, principals, and coworkers. To achieve thorough research results, it is necessary to refrain from employing mixed methods (qualitative and quantitative) when elucidating facts that cannot be revealed quantitatively.

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