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The Influence Of Emotional Intelligence And Digital Literacy On Teacher Performance

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ABSTRACT
This study aims to analyze the influence of emotional intelligence and digital literacy on the performance of elementary school teachers in Pamulang District, South Tangerang. Using a quantitative method with a survey approach, data were collected from 80 teachers selected through purposive sampling. Data analysis was conducted using multiple linear regression with SPSS 26.00. The results indicate that emotional intelligence and digital literacy significantly influence teacher performance, with digital literacy having a more dominant impact than emotional intelligence. The coefficient of determination test shows that these two independent variables explain 56.4% of the variance in teacher performance, while the remaining 43.6% is influenced by other factors not analyzed in this study. Additionally, the F-test confirms that the regression model is statistically significant in explaining teacher performance. Therefore, improving digital literacy and emotional intelligence is crucial in enhancing teaching quality. Continuous training is necessary to strengthen teachers' digital skills and emotional management to address the challenges of education in the digital era.

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INTRODUCTION

Education in the digital era requires educators to possess broader competencies, not only in mastering teaching materials but also in managing emotions and utilizing technology in the learning process. Along with technological advancements and changes in the educational environment, there is a growing need for teachers to develop two main aspects that contribute to their performance effectiveness: emotional intelligence and digital literacy. These two aspects are believed to help teachers face increasingly complex teaching challenges, both in direct interactions with students and in utilizing technology as a learning medium.

Emotional intelligence is a key factor in education that has been widely studied in various research. A teacher's ability to recognize, understand, and manage their own emotions, as well as interact effectively with students and colleagues, is a primary indicator of successful teaching (Poveda-Brotons et al., 2024). Teachers with high emotional

intelligence tend to manage work pressure better, establish harmonious relationships in the school environment, and create a more conducive learning atmosphere. Additionally, emotional intelligence plays a role in improving teachers' psychological well-being, which ultimately affects the quality of interactions with students and the effectiveness of classroom learning (Arsenijevic et al., 2012).

On the other hand, the digital era has brought significant changes to education, where digital literacy has become an essential skill for educators. Teachers are not only required to master technology but also to integrate it effectively into the teaching process. According to Damanik and Widodo (2024), digital literacy plays an important role in enhancing teachers' professionalism, as this skill allows them to be more flexible in adopting technology-based learning innovations and adapting to the times. The use of online platforms, artificial intelligence in education, and other digital learning methods have become an inseparable part of modern education (Makhachashvili & Semenist, 2024). Teachers with good digital literacy can more easily access learning resources, create more interactive learning experiences, and improve communication effectiveness with students. Furthermore, several studies indicate a close relationship between emotional intelligence and digital literacy in supporting teacher performance. Teachers with high emotional intelligence tend to manage digital interactions better, maintain ethical communication in virtual spaces, and utilize technology to enhance teaching effectiveness (Audrin & Audrin, 2023). In line with these findings, Ibrahim et al. (2024) also emphasized that digital literacy can act as a mediator in the relationship between emotional intelligence and academic performance, where teachers with strong digital skills are more capable of overcoming technology-based learning challenges and reducing stress levels in teaching.

However, despite the widely recognized benefits of emotional intelligence and digital literacy, implementing these aspects in education still faces various challenges. According to Defrianti and Iskandar (2022), many teachers still struggle to manage work pressures and balance professional demands with psychological aspects of their work. The high pressure in education often leads to excessive stress levels, which, if not managed properly, can negatively impact teachers' performance and the quality of education. On the other hand, limited access to technology training and lack of institutional support are major obstacles in improving teachers' digital literacy (Moghimi Firozabad & Ghorbani, 2022).

Another common challenge is teachers' low readiness in adopting digital technology in the teaching process. Semenov et al. (2024) highlighted that many teachers still lack confidence in using technology as a teaching aid. This indicates that increasing digital literacy requires not only access to technology itself but also continuous training and effective mentoring to ensure that technology can be optimally applied in the learning process.

Based on these findings, it can be concluded that emotional intelligence and digital literacy are two important factors in enhancing teacher performance in the digital era. Teachers with high emotional intelligence are better able to build positive interactions with students, manage work pressures, and create a more conducive learning environment. Meanwhile, strong digital literacy enables teachers to be more adaptive in utilizing technology as an innovative learning tool. Nevertheless, various challenges remain in implementing these

aspects, requiring further attention in academia and educational policy. Therefore, further research is needed to explore how strategies for developing emotional intelligence and digital literacy can be more effectively designed to support teaching quality improvement in the future. Thus, teachers will be better prepared to face modern learning demands and contribute more significantly to creating a high-quality education system.

Education in the digital era demands that educators have broader competencies, not only in mastering teaching materials but also in managing emotions and utilizing technology in the learning process. Along with technological advancements and changes in the educational environment, there is a growing need for teachers to develop two main aspects that contribute to their performance effectiveness: emotional intelligence and digital literacy. These two aspects are believed to help teachers face increasingly complex teaching challenges, both in direct interactions with students and in utilizing technology as a learning medium.

Although various studies have highlighted the importance of emotional intelligence and digital literacy in education, research gaps still need to be addressed. First, most studies focus on the impact of emotional intelligence or digital literacy separately on teacher performance, while research investigating the relationship between these two factors in the educational context remains limited. Poveda-Brotons et al. (2024) examined the impact of emotional intelligence on students' academic achievement but did not specifically discuss how teachers' emotional intelligence interacts with their digital literacy. Second, many studies have explored digital literacy in the context of technology utilization in classrooms (Damanik & Widodo, 2024), but few have examined how teachers' digital literacy levels can moderate the impact of emotional intelligence on their teaching performance.

Another gap in the literature is the lack of studies identifying obstacles in developing emotional intelligence and digital literacy among teachers, especially in education systems transitioning to digitalization. Defrianti & Iskandar (2022) pointed out that although teachers have good emotional intelligence, many still struggle to manage the pressures arising from technological changes. Similarly, research by Moghimi Firozabad & Ghorbani (2022) found that digital literacy has not yet developed evenly among educators, leading to disparities in the effectiveness of technology-based teaching.

The urgency of this research is increasing given the rapid changes in education due to digitalization and the growing psychological challenges faced by educators. With the increasing demand for technology use in learning, teachers are expected to develop new skills to adapt to digital-based teaching methods. However, without adequate emotional intelligence, using technology in education can become a new source of stress for teachers, which can ultimately negatively impact their performance and well-being (Semenov et al., 2024). Moreover, in the context of the pandemic and post-pandemic period, global education has undergone a drastic shift towards online and hybrid learning. Teachers are not only required to understand technology but also need high social and emotional skills to create a supportive learning environment despite limited physical interaction (Ibrahim et al., 2024).

This research is becoming increasingly urgent given the importance of developing training programs for teachers that focus not only on technical skills in using technology but

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also on improving emotional intelligence to manage work pressures and maintain their emotional balance (Defrianti & Iskandar, 2022). If emotional intelligence and digital literacy are well combined, teaching quality will improve, and teachers will be better prepared to face learning challenges in the digital era. Furthermore, the results of this study are expected to provide concrete recommendations for policymakers in designing strategies to enhance teachers' capacity in the digital era. Educational institutions and governments need to consider psychological factors in supporting teachers to adapt to technology more effectively without experiencing excessive pressure. Thus, this research not only contributes to the academic field but also has practical implications for the broader education sector.

METHODS

This study employs a quantitative method with a survey approach to analyze the influence of emotional intelligence and digital literacy on the performance of elementary school (SD) teachers in Pamulang District, South Tangerang City. This approach aligns with the characteristics of research that aims to examine the relationship between variables through the systematic collection of large-scale data (Creswell, 2014). By using surveys, data can be directly obtained from teacher samples, allowing the study results to reflect real conditions in the field.

The population of this study consists of all elementary school teachers teaching in Pamulang District. From this population, 80 teachers were selected as samples using a purposive sampling technique. The sample selection was based on specific criteria: teachers who have at least three years of teaching experience, actively use technology in the teaching process, and are willing to participate in the study. Purposive sampling was chosen as it allows the study to obtain a sample that aligns with its objectives and is relevant to the variables being investigated (Etikan et al., 2016).

The variables in this study consist of two independent variables, namely emotional intelligence (X_1) and digital literacy (X_2), and one dependent variable, which is teacher performance (Y). Emotional intelligence in this study is defined as a teacher's ability to recognize, understand, and manage their own emotions while effectively interacting with students and colleagues. The measurement of emotional intelligence was conducted using an adapted Emotional Intelligence Scale (EIS) developed by Goleman (1995). Meanwhile, digital literacy is defined as the level of understanding and skills teachers have in utilizing digital technology to support the learning process, measured using a scale developed by Ng (2012). Teacher performance, as the dependent variable, reflects the effectiveness of teaching activities and was measured using the Teacher Performance Evaluation Instrument, which refers to the competency standards for teachers as outlined in Regulation of the Minister of Education and Culture (Permendikbud) No. 16 of 2007.

The research instrument consists of a questionnaire using a 5-point Likert scale, where respondents were asked to provide ratings ranging from 1 (strongly disagree) to 5 (strongly agree). The use of the Likert scale aims to obtain measurable data that can be analyzed quantitatively (Likert, 1932). All questions in the questionnaire underwent validity and reliability tests to ensure that the instrument produces accurate and consistent data.

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The collected data was analyzed using multiple linear regression with the assistance of SPSS version 26.00. Before conducting regression analysis, classical assumption tests were performed, including the normality test, multicollinearity test (by examining Variance Inflation Factor (VIF) and tolerance values, and heteroscedasticity test to ensure that the data met the assumptions required for a linear regression model.

RESULTS AND DISCUSSION

Validity and Reliability Test

Table 1. Validity Test

Emotional Intelligence	r Count	r table	Info
Item 1	0,316	0,221	Valid
Item 2	0,414	0.221	Valid
Item 3	0,631	0,221	Valid
Item 4	0,716	0,221	Valid
Item 5	0,748	0,221	Valid
Item 6	0,745	0,221	Valid
Item 7	0,761	0,221	Valid
Item 8	0,744	0,221	Valid
Item 9	0,705	0,221	Valid
Item 10	0,801	0,221	Valid
Digital Literacy	r Count	r table	Info
Item 1	0,748	0,221	Valid
Item 2	0,742	0.221	Valid
Item 3	0,832	0,221	Valid
Item 4	0,754	0,221	Valid
Item 5	0,840	0,221	Valid
Item 6	0,898	0,221	Valid
Item 7	0,763	0,221	Valid
Item 8	0,785	0,221	Valid
Item 9	0,841	0,221	Valid
Item 10	0,752	0,221	Valid
Teacher Performance	r Count	r table	Info
Item 1	0,411	0,221	Valid
Item 2	0,685	0.221	Valid
Item 3	0,786	0,221	Valid
Item 4	0,814	0,221	Valid
Item 5	0,836	0,221	Valid
Item 6	0,862	0,221	Valid
Item 7	0,885	0,221	Valid
Item 8	0,879	0,221	Valid
Item 9	0,803	0,221	Valid
Item 10	0,889	0,221	Valid

Source : SPSS, 26 (2024)

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Based on the table above, it can be concluded that the calculation results for all research variables show very good outcomes. Since the minimum requirement for a questionnaire to be considered valid is that the calculated correlation coefficient must be greater than 0.221 (r calculated > r table), all statement items are declared valid. Therefore, the questionnaire is deemed appropriate for processing as research data.

Table 2. Reliability Test

No	Variable	*Cronbach's Alpha*	*Standar Cronbach's Alpha*	Conclusion
1	Emotional Intelligence (X1)	0,823	0,60	Reliable
2	Digital Literacy (X2)	0,902	0,60	Reliable
3	Teacher Performance (Y)	0,917	0,60	Reliable

Source : SPSS, 26 (2024)

Based on the table above, the Cronbach's Alpha value is greater than the standard Cronbach's Alpha, indicating that Variables X1, X2, and Y are considered reliable, as the Cronbach's Alpha result exceeds 0.60. Conversely, if the Cronbach's Alpha value is lower than the standard Cronbach's Alpha, the result would be considered unreliable.

Classical Assumption Test

Normality Test

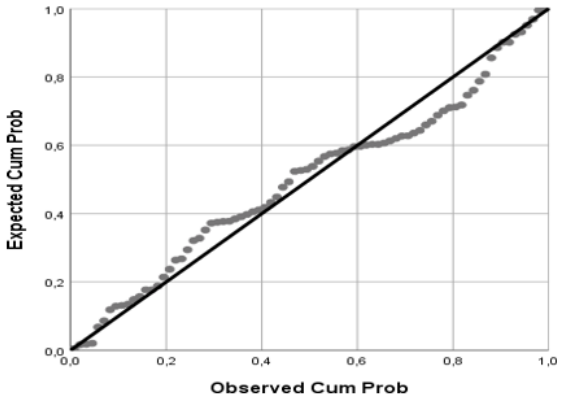

Figure 1. Normality Test

In the image above, the normal probability plot graph shows a normal pattern. This is evident from the points that are spread around the diagonal line and follow its distribution. Therefore, it can be concluded that the regression model meets the normality assumption.

Multicollinearity Test

Table 3. Multicollinearity Test

Model	Tolerance	VIF
(Constant)		
Emotional Intelligence	,224	2,082
Digital Literacy	,224	2,082

Source : SPSS, 26 (2024)

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The results of the multicollinearity test indicate that the variables Emotional Intelligence and Digital Literacy do not exhibit high correlation issues within the regression model. The Tolerance value of 0.224 remains above the critical threshold of 0.1, suggesting that both independent variables do not have an excessively strong relationship with each other. Additionally, the Variance Inflation Factor (VIF) value of 2.082 is within the acceptable range, remaining below 10, which means there is no serious multicollinearity. If the VIF exceeded 10, it could cause distortion in regression estimates due to overly strong inter-variable relationships. Based on these findings, it can be concluded that Emotional Intelligence and Digital Literacy can be used simultaneously in regression analysis without causing bias or estimation errors. Both variables contribute uniquely to explaining teacher performance, without any indication of information redundancy in the model. Thus, the regression analysis can be conducted more accurately, and the results obtained can be reliably used to illustrate the influence of emotional intelligence and digital literacy on teacher performance more objectively.

Heteroscedasticity Test

The heteroscedasticity test in this study was processed using SPSS version 25, and the results can be seen in the following image:

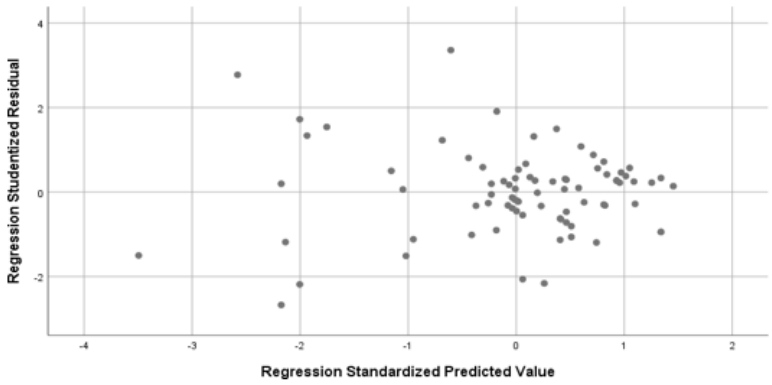

Figure 2. Heteroscedasticity Test

In the image above, it can be observed that the points on the scatter plot graph exhibit a clear distribution pattern, with the points spreading above and below the value of 0 on the Y-axis. This indicates that heteroscedasticity is not present. Conversely, if the points on the scatter plot do not exhibit a clear distribution and do not spread above and below the value of 0 on the Y-axis, then heteroscedasticity is present.

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Multiple Linear Regression Analysis

Table 5. Multiple Linear Regression Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5,213	2,359		3,158	,002
	Emotional_Intelligence	,127	,111	,675	4,582	,000
	Digital_Literacy	,532	,092	,711	5,536	,000

a. Dependent Variable: Teacher_Performance

Based on the table above, the multiple regression equation obtained is as follows:

$$Y = 5{,}213 + 0.127X_1 + 0.532X_2$$

Where Y represents teacher performance, X_1 denotes emotional intelligence, and X_2 corresponds to digital literacy. The constant value of 5.213 indicates that when both emotional intelligence and digital literacy are equal to zero, the baseline level of teacher performance remains at 5.213. The regression coefficient for emotional intelligence is 0.127, meaning that for every one-unit increase in emotional intelligence, teacher performance is expected to improve by 0.127 units, assuming other factors remain constant. Similarly, the coefficient for digital literacy is 0.532, suggesting that for every one-unit increase in digital literacy, teacher performance will rise by 0.532 units, holding other variables constant.

To assess the significance of these relationships, the t-test was conducted to determine whether emotional intelligence and digital literacy independently influence teacher performance. The results indicate that emotional intelligence has a t-value of 4.582 with a significance level of 0.000, which is below the 0.05 threshold, confirming its significant effect on teacher performance. Likewise, digital literacy exhibits a t-value of 5.536 with a significance level of 0.000, reinforcing its substantial impact. Since both significance values are below 0.05, it can be concluded that emotional intelligence and digital literacy individually contribute significantly to teacher performance. Furthermore, the magnitude of the regression coefficients suggests that digital literacy plays a more dominant role in enhancing teacher performance compared to emotional intelligence. This finding implies that improving digital literacy among teachers could serve as an effective strategy to optimize their teaching effectiveness in the digital era. These results highlight the necessity of fostering both emotional intelligence and digital literacy to ensure a well-rounded approach to professional development in education.

Table 6. Determination Coefficient

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,751[a]	0.564	0.553	7.9220

a. Predictors: (Constant), Digital Literacy, Emotional Intelligence

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The R value of 0.751 indicates a strong positive correlation between the independent variables (emotional intelligence and digital literacy) and the dependent variable (teacher performance). This suggests that as emotional intelligence and digital literacy improve, teacher performance tends to increase significantly. The model demonstrates a strong and significant relationship between emotional intelligence, digital literacy, and teacher performance. The high R^2 and Adjusted R^2 values suggest that these two variables are essential factors influencing teacher performance. However, 43.6% of the variance remains unexplained, indicating the need for further research to explore additional influencing factors. Despite this, the model is sufficiently robust to provide valuable insights into teacher performance improvements in the digital era.

Table 7. F Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3516,944	2	1758,472	95,183	,000[b]
	Residual	1225,544	77	15,916		
	Total	4742,487	79			

a. Dependent Variable: Teacher_Performance
b. Predictors: (Constant), Digital Literacy, Emotional Intelligence

The test results in the table above indicate that F_calculated > F_table (95,183 > 3.12), which is further supported by a p-value < 0.05 (0.000 < 0.05). The results from the F-test (ANOVA) confirm that the regression model used in this study is statistically significant, meaning that Emotional Intelligence and Digital Literacy jointly contribute significantly to explaining Teacher Performance. This strengthens the argument that enhancing both factors can lead to better teacher effectiveness in educational settings.

Discussion

The results of this study indicate that emotional intelligence and digital literacy have a significant influence on teacher performance. Based on the multiple linear regression test results, the regression equation shows that digital literacy has a larger coefficient compared to emotional intelligence, meaning that digital literacy plays a more dominant role in improving teacher performance. This aligns with developments in the education sector in the digital era, which increasingly demand that teachers possess strong technological skills to enhance the effectiveness of learning. Emotional intelligence in this study has also been proven to contribute to teacher performance, although on a smaller scale compared to digital literacy. Teachers with high emotional intelligence are better able to manage work pressure, build positive relationships with students and colleagues, and create a more conducive learning environment. These findings support the research of Arsenijevic et al. (2012), which states that emotional intelligence is a key factor in improving teaching effectiveness and teachers' psychological well-being. On the other hand, digital literacy emerges as a more dominant factor in determining teacher performance. The regression test results indicate that digital literacy has a higher coefficient than emotional intelligence, meaning that the higher a teacher's level of digital literacy, the better their performance. This finding suggests that the

use of technology in the learning process is not merely a tool but has become an essential element in enhancing teaching effectiveness. These findings align with the research of Damanik and Widodo (2024), which emphasizes that digital literacy plays a crucial role in improving teacher professionalism.

The coefficient of determination (R^2) test results show that the combination of emotional intelligence and digital literacy explains 56.4% of the variance in teacher performance, while the remaining 43.6% is explained by other factors not included in this study. The Adjusted R^2 value of 0.553 suggests that the regression model used is strong enough to explain the influence of the independent variables on the dependent variable. These findings indicate that although emotional intelligence and digital literacy play significant roles, other factors such as work environment, motivation, and school policies also contribute to teacher performance. The F-test results show that the regression model is statistically significant, with an F-calculated value of 95.183, which is much greater than the F-table value (3.12). Additionally, the significance value of 0.000 < 0.05 confirms that the regression model used in this study has high reliability. Therefore, it can be concluded that emotional intelligence and digital literacy together have a significant influence on teacher performance.

Although this study confirms a strong relationship between emotional intelligence, digital literacy, and teacher performance, several challenges remain in its practical implementation. One major challenge is the low readiness of some teachers to adopt technology in the learning process. According to Semenov et al. (2024), many teachers still lack confidence in using technology as a teaching aid, which could hinder the effectiveness of digital learning. Another challenge in improving emotional intelligence is high work pressure in the school environment. Teachers often experience excessive stress due to increasing workloads, particularly when adapting to digital-based learning systems. This is reinforced by the findings of Defrianti and Iskandar (2022), who stated that even teachers with good emotional intelligence may struggle when work-related pressure is too high, negatively affecting their performance.

The results of this study can serve as a basis for designing teacher training programs. Training programs that integrate both emotional intelligence development and digital literacy can help teachers face modern teaching challenges. Educational institutions need to provide broader access to technology training as well as mentoring programs to help teachers feel more confident in utilizing digital tools as part of the teaching process. Additionally, strengthening teachers' emotional intelligence also requires attention. One potential strategy is to enhance social support within schools, such as establishing mentoring systems between senior and junior teachers and implementing teacher welfare policies that take psychological well-being into account. By balancing improvements in digital skills with effective emotional management, teacher performance is expected to improve optimally.

Based on the findings of this study, it can be concluded that emotional intelligence and digital literacy are two essential factors in enhancing teacher performance in the digital era. Teachers with high emotional intelligence are better equipped to build positive interactions with students, manage work pressure, and create a more conducive learning environment.

Meanwhile, strong digital literacy enables teachers to be more adaptive in using technology as an innovative teaching tool.

CONCLUSION

The results of this study indicate that emotional intelligence and digital literacy have a significant influence on the performance of elementary school teachers in Pamulang District, South Tangerang. Based on the multiple linear regression analysis, it was found that digital literacy has a greater impact compared to emotional intelligence in improving teacher performance. This suggests that the use of technology in learning has become a key factor in supporting teaching effectiveness in the digital era. Additionally, emotional intelligence has also been proven to contribute to enhancing teacher performance, although its effect is smaller compared to digital literacy. Teachers with high emotional intelligence are better able to manage work pressure, build good relationships with students and colleagues, and create a conducive learning environment. Thus, improving digital literacy and emotional intelligence among teachers is crucial in addressing the challenges of modern education. Continuous training is needed to develop technological skills and emotional competence to enhance the quality of education in the digital era.

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