



DOI: <https://doi.org/10.38035/dijemss.v6i4>
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The Influence of Teachers' Social Competence and Personality Competence on the Emotional Intelligence of Children Aged 5-6 Years in Baubau City

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Abstract: Low emotional intelligence in children will impact their behavior and actions. Armed with the competencies they possess, teachers play a major role in shaping children into academically and emotionally intelligent individuals. This study aims to examine the influence of social competence and teacher personality competence on the emotional intelligence of children aged 5–6 years, both individually and collectively. Using a quantitative ex post facto approach, the study involved 98 kindergarten group B teachers in Baubau City, selected through probability cluster sampling. Data were collected via questionnaires and analyzed using multiple linear regression, including F-tests, t-tests, and determination coefficient tests. The results of the study show that: (1) there is a positive influence of teachers' social competence on the emotional intelligence of children aged 5-6 years with a significance value of $0.001 < 0.05$ and a contribution of 30,6%; (2) there is a positive influence of teachers' personality competence on the emotional intelligence of children aged 5-6 years with a significance value (2-tailed) $0.001 < 0.05$ and a contribution of 30,7%; (3) there is a positive influence of social competence and teacher personality competence together on the emotional intelligence of children aged 5–6 years with a significance value (2-tailed) $0.000 < 0.05$ and a contribution of 38%.

Keyword: Early Childhood Education, Emotional Intelligence, Teachers' Personality Competence and Teachers' Social Competence

INTRODUCTION

The early stages of human life are a crucial period in shaping an individual's development. In this formative process, stimulation plays a fundamental role. Various aspects of growth and development, including physiological, linguistic, motor, and cognitive development, are actively occurring and will influence subsequent developmental phases. This aligns with Havighurst's assertion that the completion of developmental tasks during one stage of development determines achievements in the following developmental stages (Latif et al., 2013). Early Childhood Education (ECE) is a critical step in enhancing skills and personal character. ECE focuses on children aged 0–6 years to prepare them for future education by providing stimulation that fosters both physical and psychological development. Depending on

the child's circumstances and needs, ECE programs can be conducted in formal, informal, and non-formal settings. Kindergarten is one type of formal education offered within ECE, designed for children aged 4–6 years. In kindergarten, children not only acquire basic academic learning but also develop social, emotional, and behavioral skills that serve as a foundation for higher education (Indrawan & Wijoyo, 2020).

Early experiences and interventions during a child's first five years significantly influence brain development, personality, and overall success. During this period, in addition to fulfilling basic needs such as nutrition and care, it is also essential to provide experiences that allow children to experience a range of emotions. This is intended to cultivate and shape children's emotional intelligence (Ulutaş et al., 2021). Early childhood development cannot be solely assessed based on intellectual intelligence. Research by Utami & Novitasari (2022) states that emotional intelligence plays a crucial role in determining a person's success. A similar claim is made by Muttaqin & Harahap (2021), who assert that among the factors influencing success, emotional intelligence accounts for 80%, whereas Intelligence Quotient (IQ) contributes the remaining 20%. Berlibayeva (2021) defines Emotional Intelligence (EI) as the ability to recognize and evaluate one's own emotions as well as those of others, enabling an individual to understand not only their own feelings but also the emotions and experiences of others. Yuliana et al. (2020) describe emotional intelligence as the capability to recognize one's own emotions and those of others, self-motivate, and effectively regulate emotions both internally and during interactions with others. Emotional intelligence is also interpreted as the ability to manage negative emotions and channel them into productive physical expressions when facing environmental challenges (Wijayanto & Novitasari, 2019).

Goleman (1995) explains that emotional intelligence fundamentally consists of five key indicators: self-awareness, emotion regulation, self-motivation, empathy, and social skills. Meanwhile, according to Regulation of the Minister of Education, Culture, Research, and Technology No. 5 of 2022 regarding Early Childhood Education (ECE) Graduate Competency Standards, indicators of children's emotional intelligence include the ability to recognize emotions, control impulses to respect others, interact with peers, appreciate customs and rules, demonstrate enthusiasm for learning, and show a willingness to try again after failure. Children who exhibit a significant number of deviant behaviors due to low emotional intelligence are likely unprepared for their environment. A child's inability to understand and regulate emotions, as well as to self-motivate, often leads to feelings of disappointment, shame, anger, and other negative emotions (Muttaqin & Harahap, 2021). A survey conducted by Yuliana et al. (2020) found that the current generation faces considerable difficulties in managing emotions and building interpersonal relationships. Today's generation is often characterized by aggression, impulsivity, depression, anxiety, nervousness, and loneliness. These findings align with those of Tajuddin et al. (2022), who claim that emotional problems are more prevalent among the current generation than in the past, highlighting the need for special attention to this issue.

The development of emotional intelligence is sometimes hindered by emotional disturbances. Children who are unable to control their emotions may experience emotional outbursts, often manifested through screaming, aggressive behavior, and shouting (Rahmi, 2020). A lack of emotional control in children affects their behavior and actions. According to data from the Electronic Investigation Management (EMP) system of the Indonesian National Police's Criminal Investigation Agency (Bareskrim Polri), as of January 2024, there have been 40,079 children involved in legal cases, with 20.83% of them categorized as juvenile offenders (Polri, 2024). This phenomenon reflects the persistently low level of emotional intelligence among the younger generation. Given these circumstances, it can be argued that the current education system has been ineffective in fostering emotional intelligence. This aligns with Sudirman's (2019) perspective, which asserts that contemporary education tends to focus on teaching rather than nurturing; it emphasizes materialism, individualism, and short-term goals

over long-term values and ideals. Moreover, the methods employed do not stem from the belief that humans are the most noble beings, capable of intellectual and emotional growth.

In the field of education, teachers play a central role in ensuring the successful implementation of educational processes to achieve educational goals. Regardless of how well a curriculum is designed, equipped, and funded, the success or failure of professional education ultimately depends on the teacher (Farihah, 2017). Therefore, teacher accountability in fulfilling their responsibilities is crucial to the effectiveness of education. Teachers are recognized as professional educators with authority over various aspects of education, as stated in Chapter 1, Article 1 of Indonesian Law No. 14 of 2005 concerning Teachers and Lecturers. The core responsibilities of a teacher include educating, teaching, training, mentoring, guiding, evaluating, and assessing students at all levels of education, from Early Childhood Education (PAUD) in the formal track to primary and secondary education. Becoming a professional teacher is a challenge. As educators, teachers are required to possess a diverse set of complex skills and competencies. The true quality of a teacher is reflected in their level of competence, which is demonstrated through mastery of knowledge, expertise, and professional attitudes in carrying out their duties (Nurlela & Amelia, 2021). Government Regulation No. 57 of 2021 on National Education Standards outlines four types of teacher competencies: pedagogical competence, professional competence, social competence, and personal competence.

Teacher's social competence is one of the key aspects in managing education. According to Lestarinigrum et al. (2019), social competence refers to the ability of teachers as members of society to interact and engage with students, fellow educators, parents or guardians, and the broader community. Meanwhile, Anisa & Awaru (2024) define teacher social competence as the ability of educators to participate in both formal and informal social activities within the community. Teachers cannot work alone in fostering children's emotional intelligence; they require collaboration with parents and the surrounding community. Teachers who can embrace and build positive relationships with all stakeholders create an optimal learning environment for children. Thus, teachers' social competence plays a crucial role in the development of emotional intelligence. This is reinforced by a study conducted by Wahyuni (2019), which found a positive correlation between the social competence of Islamic education teachers and the emotional intelligence of students at SMK Hidayatul Mubtadi'in Kendal.

In addition to social competence, teachers must also position themselves as role models for students. This is closely related to teachers' personality competence. Every word, action, and behavior of a teacher should reflect a positive personality. According to Amin et al. (2023), a teacher's personality competence includes the ability to develop and internalize noble values such as honesty, responsibility, patience, and fairness. Teachers base their judgments and actions in daily life on these values. A teacher with a positive personality serves as a role model by exemplifying moral and social values in addition to delivering academic content through their everyday conduct. Since students often imitate and adopt their teachers' characteristics, a teacher's personality plays a crucial role in the educational process (Syah et al., 2024).

A conducive learning environment can be created by teachers with strong personality competence, allowing children to feel safe and comfortable in expressing themselves and sharing their opinions. Through this freedom of expression, teachers indirectly serve as role models for healthy emotional behavior. Ultimately, children exposed to teachers with positive personalities tend to develop higher emotional intelligence. This statement is supported by findings from a study conducted by Arisca et al. (2020), which demonstrated that students' emotional intelligence at SMP Negeri 06 Palembang was influenced by the personality competence of their Islamic education teachers.

Children with low emotional intelligence can easily be disturbed by minor issues. Therefore, it is crucial for teachers to understand classroom dynamics while also possessing the necessary skills to manage such situations. To help these children regulate their emotions,

teachers must master appropriate strategies and approaches. In such cases, teachers must exhibit maturity and professionalism in both social and personality competence.

Data from the Southeast Sulawesi Education Quality Assurance Center (BPMP-Sultra) indicate that the competency achievement of early childhood education (PAUD) teachers in 2023 was at 45.2, which falls into the moderate category (BPMP-Sultra, 2023). Specifically for Baubau City, data from the Indonesian Education Report for Baubau highlight the level of PAUD teacher competency through three key indicators: the quality of learning, the appropriateness of the learning process for early childhood, and learning that builds foundational skills. All three indicators were also categorized as moderate (BPMP-Sultra, 2024). This reflects that, despite some achievements, the quality of early childhood education (PAUD) teacher competence in Baubau City still requires significant improvement to reach a higher category. By ensuring that teacher competency development progresses effectively, it is expected that the quality of early childhood education in Baubau City will continue to improve, thereby positively impacting all aspects of child development, including emotional intelligence.

Based on the issues and previous studies presented, the researcher was inspired to conduct a study in Baubau City, focusing on children aged 5–6 years. Moreover, there is still a lack of research discussing teachers' social and personality competencies. More importantly, no studies have examined how social and personality competencies of teachers, particularly in Baubau City, influence the emotional intelligence of children aged 5–6 years. Therefore, this study can provide a new perspective for the advancement of scientific knowledge.

It is essential to emphasize that teachers must possess all four competencies—professional, social, personality, and pedagogical—as these competencies are an inseparable unit. These competencies complement each other to support the role of teachers in delivering quality education and fostering the holistic development of students. However, this study focuses more on social and personality competencies, as they are considered more relevant to enhancing children's emotional intelligence.

METHOD

This study employs a quantitative approach and falls under the category of ex post facto research. It is conducted in Baubau City, with the research period spanning from November to December 2024. The population of this study consists of all kindergarten (TK B) teachers in Baubau City. Based on Slovin's formula for sample size determination, the final sample includes 98 teachers. The sampling technique used in this study is probability cluster sampling, considering the number of kindergarten teachers in each district.

Data collection was carried out through a survey using questionnaires with three instruments: teachers' social competence, teachers' personality competence, and the emotional intelligence of children aged 5–6 years. The instruments underwent validity and reliability testing before being used. Initial validity was assessed through expert judgment, followed by empirical validity testing on 30 respondents. At a significance level of 5%, an item was considered valid if the calculated $r_{hitung} > r_{tabel}$ 0,361.

Table 1. Summary of Instrument Validity Test Results

Variable	Number of Items	Number of Valid Items
Teacher's Social Competence	12	11
Teacher's Personality Competence	11	9
Emotional Intelligence of Children Aged 5-6 Years	16	16

Furthermore, if the Cronbach's Alpha coefficient is greater than 0.60, the instrument items are considered reliable. Conversely, if the Cronbach's Alpha coefficient is less than 0.60,

the instrument items are deemed unreliable. The following table presents the obtained test results.

Table 2. Instrument Reliability Test Results

Variable	Koefisien <i>Cronbach's Alpha</i>	Description
Teacher's Social Competence	0,794	Reliabel
Teacher's Personality Competence	0,862	Reliabel
Emotional Intelligence of Children Aged 5-6 Years	0,921	Reliabel

The data were analyzed using multiple linear regression, including F-test, t-test, and determination coefficient test.

RESULTS AND DISCUSSION

The study was conducted by distributing questionnaires targeting 98 kindergarten (TK B) teachers in Baubau City. The questionnaires were distributed through WhatsApp groups, including the IGTKI Baubau City Group, the Baubau TK/PAUD KKKS Group, the Academic Guidance Group of the Baubau City Department of Education and Culture, and the Managerial Guidance Group of the Baubau City Department of Education and Culture. The data collection process lasted approximately three weeks, from November 14 to December 6, 2024. The objective of this study was to determine whether teachers' social competence and personality competence influence the emotional intelligence of children aged 5-6 years. The research findings are presented in the table below.

1. Descriptive Statistical Analysis

Table 3. Results of Descriptive Statistical Analysis

Variable	N	Min.	Max.	Mean	Std. Deviation
Teachers' Social Competence (X_1)	98	46	55	50,58	2,608
Teachers' Personality Competence (X_2)	98	35	45	41,16	2,928
Emotional Intelligence of Children Aged 5-6 Years (Y)	98	64	80	70,52	3,441

(Source: Processed Data, 2025)

Based on the data above, the average (mean) score for teachers' social competence is 50.58. Meanwhile, the average (mean) score for teachers' personality competence is 41.16. The average (mean) score for the emotional intelligence of children aged 5-6 years is 70.52. The teachers' social competence scores are categorized into three levels to illustrate their distribution. The following table presents the frequency distribution and percentage of teachers' social competence levels.

Table 4. Frequency Distribution of Teachers' Social Competence Levels

Score Range	Category	Frequency	Percentage (%)
$53,19 \leq X$	High	12	12,24%
$47,97 \leq X < 53,19$	Medium	70	71,42%
$X < 47,97$	Low	16	16,32%
Total		98	100%

(Source: Processed Data, 2025)

Table 4 illustrates that among the 98 teachers studied, 12 teachers (12.24%) fall into the high category, with scores exceeding 53.19. Meanwhile, 70 teachers (71.42%) are categorized as having a medium level of social competence, with scores ranging between 47.97 and 53.19. The remaining 16 teachers (16.32%) have scores below 47.97, placing them in the low category. Based on this data, it can be concluded that the social competence level of kindergarten teachers (TK B) in Baubau City falls within the medium category. Furthermore, the frequency distribution and percentage of teachers' personality competence levels are presented in the following table.

Table 5. Frequency Distribution of Teachers' Personality Competence Levels

Score Range	Category	Frequency	Percentage (%)
$44,09 \leq X$	High	19	19,38%
$38,24 \leq X < 44,09$	Medium	60	61,22%
$X < 38,24$	Low	19	19,38%
Total		98	100%

(Source: Processed Data, 2025)

Based on the table above, it is evident that the level of teachers' personality competence in the high category includes 19 teachers, accounting for 19.38% with a score > 44.09 . Meanwhile, 19 teachers (19.38%) fall into the low category, having a score < 38.24 . The highest percentage, 61.22%, falls within the medium category, comprising 60 teachers with scores ranging from 38.24 to 44.09. Therefore, it can be concluded that the personality competence level of TK B teachers in Baubau City is categorized as moderate.

The following table presents the frequency distribution and percentage of emotional intelligence levels among children aged 5–6 years.

Table 6. Frequency Distribution of Emotional Intelligence Levels in Children Aged 5-6 Years

Score Range	Category	Frequency	Percentage (%)
$73,96 \leq X$	High	17	17,34%
$67,08 \leq X < 73,96$	Medium	66	67,34%
$X < 67,08$	Low	15	15,31%
Total		98	100%

(Source: Processed Data, 2025)

Based on the presented distribution table, it can be observed that children's emotional intelligence classified as high accounts for 17.34%, with scores > 73.96 . This means that 17 teachers assessed children's emotional intelligence as falling into the high category. The majority of children's emotional intelligence levels fall into the moderate category, with scores ranging from 67.08 to 73.96, encompassing 67.34%. This indicates that most teachers (66 in total) perceive children's emotional intelligence as fairly good. Meanwhile, the level of children's emotional intelligence classified as low, with scores < 67.08 , accounts for 15.31%. In other words, 15 teachers assessed children's emotional intelligence as still relatively low. Based on this data, it can be concluded that the emotional intelligence level of children aged 5-6 years in Baubau City falls into the moderate category.

2. Prerequisite Test Analysis

a. Normality Test

With the assistance of SPSS Statistics 26, the One-Sample Kolmogorov-Smirnov (K-S) test was used to assess the normality of the data.

Table 7. Normality Test Results

Variable	N	Test Statistic	Asymp. Sig. (2-tailed)
Teacher's Social Competence (X1)	98	0.070	0.200c,d
Teacher's Personality Competence (X2)	98	0.070	0.200c,d
Emotional Intelligence of Children Aged 5-6 Years (Y)	98	0.070	0.200c,d

(Source: Processed Data, 2025)

The results of the normality test indicate that the obtained significance value is 0.200, which is greater than 0.05. Therefore, the data for each variable are considered to be normally distributed.

b. Multicollinearity Test

The multicollinearity test in this study was conducted using the Variance Inflation Factor (VIF) and correlation coefficient, with the assistance of SPSS Statistics 26.

Table 8. Multicollinearity Test Results

Variable	Tolerance	VIF	Description
Teacher's Social Competence (X1)	0.623	1.605	No multicollinearity detected
Teacher's Personality Competence (X2)	0.623	1.605	No multicollinearity detected

(Source: Processed Data, 2025)

Based on Table 8, the tolerance value for the independent variables, namely teacher's social competence (X1) and teacher's personality competence (X2), is 0.623, which is greater than 0.1. Additionally, the Variance Inflation Factor (VIF) value for both variables is 1.605, which is less than 10. Therefore, it can be concluded that the regression model is free from multicollinearity.

c. Heteroscedasticity Test

The Glejser method was used to test for heteroscedasticity with the assistance of SPSS Statistics 26.

Table 9. Heteroscedasticity Test Results

Variable	Sig.	Description
Social Competence (X1)	0.059	No heteroscedasticity detected
Personality Competence (X2)	0.411	No heteroscedasticity detected

(Source: Processed Data, 2025)

Based on the test results, the significance value for the teacher's social competence variable (X1) is $0.059 > 0.05$, and for the teacher's personality competence variable (X2), it is $0.411 > 0.05$. Therefore, it can be concluded that no heteroscedasticity occurs in either variable.

3. Hypothesis Testing Analysis

a. Multiple Linear Regression Analysis

The multiple linear regression equation explains how the independent and dependent variables are related to each other in this study.

Table 10. Multiple Linear Regression Analysis

Model	Unstandardized Coefficients	B	Std. Error
(Constant)		31.066	5.452
Social Competence (X1)		0.450	0.135
Personality Competence (X2)		0.405	0.120

(Source: Processed Data, 2025)

Based on the analysis using SPSS Statistics 26, the resulting multiple linear regression equation is: $Y = 31.066 + 0.450X1 + 0.405X2$. The contribution of the two independent variables to the dependent variable is indicated by the findings of the following coefficient of determination test.

Table 11. Coefficient of Determination of X1 – X2 against Y

Model	R	R Square	Adjusted R Square
Social Competence (X1) and Personality Competence (X2)	0.616a	0.380	0.367

(Source: Processed Data, 2025)

Based on the R Square findings, the value obtained is 0.380 (38%). This value indicates that the influence of X1 and X2 on Y contributes 38%, while the remaining 62% is influenced by other factors not explained in this study.

b. F-Test

In this study, the F-test with a significance level of ($\alpha = 5\%$) was used to determine whether there is a simultaneous effect between X1 and X2 on Y.

Table 12. F-Test Results

Model	F	Sig.
Regression	29.094	0.000b

(Source: Processed Data, 2025)

The results of the test presented in Table 12 show that H0 is rejected and H1 is accepted because the sig. (2-tailed) value is $0.000 < 0.05$. Therefore, it can be concluded that X1 and X2 positively and jointly influence Y.

c. t-Test

The findings of the t-test with a significance level of ($\alpha = 5\%$) will indicate whether X1 and X2 have a partial effect on Y.

Table 13. t-Test Results

Model	t	Sig.
Teacher's Social Competence (X1)	3.334	0.001
Teacher's Personality Competence (X2)	3.369	0.001

(Source: Processed Data, 2025)

Based on the results of the t-test, it was found that for the X1 variable, the sig. (2-tailed) value obtained is $0.001 < 0.05$, thus H0 is rejected and H1 is accepted. Therefore, it can be concluded that, partially, variable X1 has an effect on variable Y. To determine the magnitude of the contribution of X1 to Y, a coefficient of determination calculation was performed, yielding the following results.

Table 14. Coefficient of Determination of X1 against Y

Model	R	R Square	Adjusted R Square
Teacher's Social Competence (X1)	0.553a	0.306	0.298

(Source: Processed Data, 2025)

Based on Table 14, the influence of X1 on Y is 30.6%, with the coefficient of determination (R Square) showing a value of 0.306. Meanwhile, the sig. (2-tailed) value for the t-test of variable X2 is $0.001 < 0.05$, so H0 is rejected and H1 is accepted. Therefore, it can be concluded that, partially, variable X2 has an effect on variable Y. The magnitude of the contribution of X2 to Y is shown in the following table.

Table 15. Coefficient of Determination of X2 against Y

Model	R	R Square	Adjusted R Square
Teacher's Personality Competence (X2)	0.554a	0.307	0.300

(Source: Processed Data, 2025)

From Table 15, it is known that the influence of X2 on Y is 30.7%, with the coefficient of determination (R Square) showing a value of 0.307.

Discussion

Like a sponge, children aged 5-6 years have the ability to absorb everything happening around them, whether at home, at school, or in the community, including emotional intelligence, which is typically influenced by the social environment (Lestari, 2023). As a place of formal education, schools undeniably play a role in building children's emotional intelligence (Supriatna et al., 2022). Therefore, competent teachers are required to sharpen, nurture, and guide children in developing their emotional intelligence. In this regard, the teacher's social competence and personal competence have an impact on supporting the development of the child's emotional intelligence (Idatulathifah & Syamsudin, 2023).

1. Teacher's Social Competence Influences the Emotional Intelligence of Children Aged 5-6 Years

The indicators used to measure the social competence of teachers in this study include: acting and behaving objectively, adapting to the environment, communicating effectively, and demonstrating empathy and courtesy.

In terms of social competence, teachers who treat all children fairly without bias and make objective decisions can create an emotionally safe environment. In this environment, children feel valued and treated equally. This helps children enhance emotional awareness, which refers to the ability to recognize and understand their own emotions, as well as to recognize the emotions of others. An environment that supports emotional development can be built through the teacher's ability to adjust to the dynamics of the classroom, including managing various personalities and the needs of the children. Flexible classroom management allows teachers to model for children how to handle stress, resolve problems, and regulate their own emotions. Through these skills, children learn how to manage their emotional responses in various situations.

The teacher's ability to communicate clearly, engagingly, and appropriately to the needs of children, in other words, to communicate effectively, will create a pleasant learning atmosphere. By giving directions, appreciation, or appropriate support, the teacher can motivate the children to become more enthusiastic about learning. Children who feel understood and valued through communication will likely become more confident and motivated to achieve better results. Meanwhile, the teacher's demonstration of empathy and courtesy sets a good example for children. Through this example, children learn to understand the feelings of others, respect opinions, and respond in a more considerate manner, which will ultimately influence how they establish and maintain positive relationships with others around them.

According to Bürgener & Barth (2018), one of the most important aspects a teacher must possess is social competence, as they directly play a role in the learning process and interactions with students. A teacher's role can be likened to a double-edged sword: one side reflects a deep understanding of the subject matter, while the other side represents the ability to effectively convey material to students, thus creating meaningful learning experiences (Wijaya et al., 2023). Gullotta et al. (1990) state that social competence refers to an individual's ability to form and maintain positive interpersonal relationships. The social competence within an individual is marked by cognitive capacities, which serve as the foundation for social skills that allow individuals to understand, respond to, and interact effectively with others (Yahyazadeh-Jeloudar & Yunus, 2011).

An individual with strong social competence tends to develop trust in others. This means that they view others with a positive and open attitude. Such trust implies that the individual believes most people have the potential to do good (Yamagishi et al., 1999). In this context, a teacher with strong social competence is more likely to believe in the potential of their students, offer equal learning opportunities, and create a positive environment. This statement is further emphasized by Yahyazadeh-Jeloudar & Lotfi-Goodarzi (2012), who suggest that teachers with strong social competence can create a supportive learning atmosphere, adjust lessons to the child's abilities, and encourage student motivation through discussions, feedback, recognition, and active engagement. As a result, children feel appreciated and become more enthusiastic about learning (Lozano-Peña et al., 2021). This highlights the role of a teacher's social competence in influencing both the motivation and social skills of children, which are also indicators of emotional intelligence. According to Supriatna et al. (2022), a teacher's social competence, including how they communicate and interact with students, influences the development of children's social and emotional skills. When teachers create a safe emotional space, as mentioned by Mikolajczak et al. (2015), children feel supported in expressing and managing their emotions, which becomes a crucial foundation for developing emotional intelligence. Supriatna et al. (2024) also added that positive interactions between teachers and students play a role in helping students develop the ability to express ideas clearly, listen attentively, and engage in meaningful discussions. These skills are key in building harmonious relationships and resolving conflicts with peers.

2. Teacher's Personality Competence Influences the Emotional Intelligence of Children Aged 5-6 Years

The indicators used to measure the personality competence of teachers in this study include: being caring, patient, fair, having a strong work ethic, and being democratic. In terms of personality competence, a teacher's caring attitude influences how children feel valued, understood, and comfortable in expressing their issues or learning needs. When this occurs, a learning environment is created that supports both the emotional and academic development of the child, strengthens trust, and fosters motivation for learning. The teacher's patience provides a real example of how to manage emotions calmly and wisely, allowing children to imitate this approach when facing difficult situations. The teacher's patience creates an emotionally safe environment, where children feel valued even when they make mistakes. This can encourage the child's confidence to recognize, express, and manage their emotions without fear of rejection or punishment. A teacher who is fair helps children feel safe and accepted, creating trust and motivation in learning. This attitude teaches the importance of fairness, encourages empathy, and helps children understand how to manage conflicts and emotions objectively. This fair environment is essential for optimally supporting the development of a child's emotional intelligence.

A strong work ethic in a teacher demonstrates enthusiasm and dedication in teaching, always striving to provide the best for children. This translates into the teacher's consistency in preparing learning materials, managing the classroom effectively, and supporting holistic

development, including the emotional intelligence of the child. Furthermore, a democratic attitude in teachers provides children with the opportunity to express their opinions, participate in decision-making, and actively engage in the learning process. From this, children learn to listen to the perspectives of others, accept differences, and interact within a community, which impacts how they build and maintain positive relationships with others. The perspective of social cognitive learning theory explains that individuals learn through observation and imitation of model behaviors (Grusec, 2020). In this context, a teacher who demonstrates positive personality traits, such as patience, fairness, and empathy, becomes an effective role model for children. By modeling good behavior, teachers not only help children understand moral values but also encourage the development of their social and emotional skills. Similarly, Hartono et al. (2024) explain that children learning from teachers with good personality competence experience improvements in social skills, such as cooperation, tolerance, and empathy, as well as increased ability to manage emotions, cope with pressure, and resolve conflicts.

Furthermore, Yaumas et al. (2023) state that the personal growth and development of students are greatly influenced by the teacher's personality competence. In addition to supporting the well-being of society, the advancement of the nation, and the country as a whole, this competence is crucial in shaping the character of children in preparing and developing excellent human resources (HR). Astuti et al. (2018) found in their study that one of the factors influencing a child's emotional intelligence is the teacher's personality competence. This competence includes the ability to understand children's emotional needs and provide support appropriate to their developmental stages. As stated by Yatimah in (Solichati, 2020), positive emotional changes in children are evidence that the teacher's personality competence is functioning well. In other words, positive emotional changes in children are the result of the effective influence of the teacher's personality competence. Based on hypothesis testing results, the emotional intelligence of children is positively influenced by the social and personality competencies of the teacher. The F-test findings in multiple linear regression analysis show this, as the significance value produced (2-tailed) is $0.000 < \text{the significance level of } 0.05 (5\%)$. The strength of this influence is indicated by the R Square value of 0.380. This means that 38% of the children's emotional intelligence is influenced by the teacher's social and personality competencies simultaneously, while the remaining 62% is influenced by other variables not covered in this study.

The findings of this study align with the opinion of Casmini (2007), who stated that one of the factors influencing children's emotional intelligence is external factors. Social and personality competencies of teachers are included as external factors that influence this. Therefore, special attention should be given to enhancing the quality of these two competencies. Social and personality competencies are two inseparable aspects, as they complement each other and together contribute to creating effective learning. The combination of these competencies enables teachers to not only be professional educators but also role models who can foster positive relationships with their students. Makorohim et al. (2022) reveal that teacher competence includes various integrated aspects, such as knowledge, technology, personal attitudes, social skills, and religious values. This comprehensive competence is necessary to represent the professionalism of a teacher. Therefore, teachers need to develop all dimensions of their competence comprehensively, not just focus on one, in order to optimally fulfill their role in educating children both academically and emotionally. The expected implications of this study include: (1) teachers should be fully aware of the need to continuously improve their social and personality competencies by actively participating in training focused on the development of these competencies, (2) schools should support and facilitate efforts to improve teachers' social and personality competencies by developing targeted training programs, (3) integrating emotional learning into daily school activities, and collaborating with parents in programs to develop the emotional intelligence of children.

CONCLUSION

Based on the analysis of the research data, it is concluded that emotional intelligence is a capacity that can be developed through an individual's experiences and direct interactions with their social environment, rather than being innate. In this process, a child's emotional intelligence is influenced by both internal and external factors. Teacher's social and personality competencies are part of the external factors that can contribute to shaping a child's emotional intelligence. Therefore, these two competencies are crucial to continuously enhance, as they impact the improvement of the quality of education and ultimately support the holistic development of the child.

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