

TEACHER'S EMOTIONAL INTELLIGENCE AS A DETERMINANT OF THE SUCCESS OF IMPLEMENTING EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) IN PRIMARY AND SECONDARY EDUCATION

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ABSTRACT

This research is based on the problem of emotional intelligence that must be possessed by every professional, one of which is the teacher who plays a major role in the learning process. It is expected that teachers with good emotional intelligence will be able to determine the success of the implementation of education for sustainable development (ESD). The purpose of this study is to see how big the role of a teacher with good emotional intelligence is in implementing education for sustainable development (ESD). The population in this study were Elementary and Middle School Teachers at the Panglima Besar Soedirman Mosque Foundation in Cijantung with a population of 183 teachers, using a random sampling technique, the total sample in this study was 125 teachers. The method used in this study is a descriptive method with a quantitative approach and uses a questionnaire as a research instrument. The results of the study show: i) teachers with a high level of emotional intelligence tend to have better readiness and success in implementing education for sustainable development (ESD); ii) the dimensions of self-awareness and self-motivation are more influential in the implementation of sustainable learning or are in the good category; iii) while the dimensions of self-management, empathy, and social skills are in the sufficient category.

Key words: Education for Sustainable Development (ESD); Primary and Secondary Education; Teacher's Emotional Intelligence

INTRODUCTION

Education is a fundamental pillar in nation building and a strategic long-term investment for the advancement of human civilization. In this context, education goes beyond imparting knowledge; it also plays a role in character formation and the holistic development of human potential. Suryadi (2020) states that education must be able to shape individuals who are not only intellectually intelligent but also possess high emotional and social intelligence. Therefore, education needs to incorporate various aspects of self-development, such as moral and ethical values, which serve as the foundation for individuals to contribute positively to society.

The importance of education is reflected in various aspects of community life. Quality education will produce competent, innovative, and competitive human resources in the era of globalization. For example, in an increasingly competitive workplace, companies are seeking employees not only with technical knowledge but also with the ability to adapt quickly to change and high-level thinking skills. This aligns with Indonesia's national education vision, which aims to enlighten the nation and develop the whole Indonesian person, who is expected to contribute to economic and social development (Ramadani et al., 2025). Teachers play a crucial role in the learning process, playing a key role in transforming knowledge, shaping character, and developing students' potential (Murcahyanto et al., 2022). Strategic investment in human resource development and national success can be made by identifying and managing factors that influence teacher commitment, given the complexity of today's educational challenges (Murcahyanto & Mohzana, 2023).

According to Nggermanto (2002), IQ only determines a person's success by 20%, while EQ contributes up to 80%. In other words, EQ is more dominant than IQ. People with high EQ tend to easily build social relationships within their family, work, business, and social environments. With frequent and diverse interactions among educators, students, and other stakeholders, emotional intelligence is a crucial skill for all professionals (Mohzana et al., 2023). Teachers with high emotional intelligence are better able to meet students' emotional needs, provide inspiration, collaborate effectively, and build positive relationships with parents through open and friendly communication (Wahdiniawati et al., 2023). High levels of emotional intelligence are associated with improved social interaction skills, including the ability to empathize, listen attentively, and respond appropriately to others' feelings (Hamzah et al., 2024).

Education for Sustainable Development is defined as a way to empower communities to change their ways of thinking and working to face a more sustainable future. Education for Sustainable Development (ESD) is a lifelong process aimed at increasing the capacity and commitment needed to build a sustainable society. The term "sustainable" refers to the concept of human life amidst natural limitations by maintaining balance in three aspects: social, economic, and environmental (Novidsa et al., 2020). Education for Sustainable Development (ESD)

focuses on all levels and types of learning to provide quality education and enhance sustainable human development (UNESCO, 2017b). ESD aims to empower and equip current and future generations to meet their needs using a balanced and integrated approach to the economic, social, and environmental dimensions of sustainable development. The purpose of this study is to examine the implementation of education for sustainable development (ESD) from the perspective of teachers' emotional intelligence and to determine which dimensions of emotional intelligence play a greater role. It is hoped that this article can serve as a reference for professional educators to improve their emotional intelligence to support the successful implementation of education for sustainable development in a more meaningful way.

Literature Study

Emotional Intelligence

Emotional Intelligence was first introduced in 1990 by Harvard University psychologist Peter Salovey and John Mayer of the University of New Hampshire to explain emotional qualities that appeared to be crucial for success. These qualities include: empathy, expressing and understanding feelings, managing emotions, interpersonal problem-solving skills, perseverance, solidarity, friendliness, and mutual respect (Surjanti, 2016).

In 1995, the concept of emotional intelligence was disseminated by American psychologist Daniel Goleman through his best-selling book, *Emotional Intelligence* (Goleman, 2016). People with high emotional intelligence are those who are able to control themselves (manage their emotions), maintain and stimulate motivation to continue working and resist giving up or despair easily, manage and overcome stress, and accept reality. Therefore, it is beneficial for everyone to manage their emotional intelligence.

Emotional intelligence is an individual's ability to recognize and understand their own feelings and those of others, manage their own emotions, motivate themselves, express empathy, and possess social skills to build relationships with others (Nasution et al., 2019). Patton (2000) emphasized that, emotional intelligence emphasizes the power behind the throne of intellectual abilities, which are the foundation of emotional development. This includes skills such as controlling impulses, being optimistic, channeling strong emotions effectively, and maintaining an internal disciplined spirit to achieve goals.

Mayer defines emotional intelligence as the ability to perceive and express emotions, to understand and use them, and to manage emotions to foster personal growth (Mayer et al., 2004). Emotional intelligence is the ability to respond to emotional knowledge by accepting, understanding, and managing it (Mubayyid, 2010). Based on the above opinion, it can be concluded that emotional intelligence is an individual's ability to recognize his own feelings and the feelings of others, have the ability to motivate himself, and the ability to manage emotions well for himself and in building social relationships with others.

Goleman (2016), further stated that emotional intelligence can be measured through five dimensions:

1. Self-awareness, which is the ability to recognize and understand one's feelings and then use it to guide one's decision-making, possessing a realistic benchmark for one's own abilities and building self-confidence.
2. Self-management, which is the ability to handle emotions in a way that positively impacts task performance, being sensitive to one's conscience and willing to delay gratification until a goal is achieved, allowing one to recover from emotional stress.
3. Self-Motivation, which is the deepest desire or longing within oneself that drives and guides one toward a desired goal or objective, helping one take initiative and act effectively, and also enabling one to persevere in the face of failure or frustration.
4. Empathy, which is the feeling of being shared with others, the ability to understand their perspectives, and foster trusting relationships and adapt to diverse situations.
5. Social skills, which are the ability to effectively manage emotions when interacting with others, carefully read situations and social networks, interact smoothly using other skills to build social relationships with others, and negotiate and resolve disputes to collaborate and work in teams.

Education for Sustainable Development (ESD)

Sustainable Education, or Education for Sustainable Development (ESD), is an educational approach that aims to help individuals understand the importance of sustainability for the environment, society, and economy. It aims to develop the knowledge, skills, attitudes, and values necessary to create a sustainable and environmentally conscious society (Adi, 2024).

The concept of ESD was first formally introduced at the 1992 UN conference known as the United Nations Conference on Environment and Development (UNCED) or Earth Summit in Rio de Janeiro, Brazil. At the conference, a document known as Agenda 21 was issued, which contained a global action plan for sustainable development in the 21st century. One of the key chapters of Agenda 21 is Chapter 36, which focuses specifically on education, awareness, and training for sustainable development. This is widely considered the starting point for the concept of Education for Sustainable Development (ESD). Chapter 36 of Agenda 21 states the importance of education in shaping attitudes, values, and behaviors that support sustainable development (UNESCO, 2017b).

Another definition related to ESD was also developed by UNESCO, education for sustainable development is a learning process (or approach to teaching) based on the ideals and principles that underlie sustainability and is concerned with all levels and types of learning to provide quality education and foster sustainable human development – learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society (UNESCO, 2017b). This understanding conveys the message that the concept of education for

sustainable development is a learning process carried out continuously and consciously to build society and as a form of effort to accelerate sustainable development goals (Byun et al., 2018).

METHOD

This study employed a quantitative approach with an explanatory research method. Population refers to the entire unit under study. This encompasses the entire group of people, events, or objects the researcher focuses on (Nurdin & Hartati, 2019). The population used in this study was 183 elementary and middle school teachers at the Panglima Besar Soedirman Mosque Foundation in Cijantung, resulting in a sample size of 125 teachers.

Primary data was obtained by distributing questionnaires to elementary and middle school teachers at the Panglima Besar Soedirman Mosque Foundation in Cijantung via Google Forms. Secondary data was obtained from relevant sources such as books, scientific journals, and online articles to obtain information.

Several stages of data analysis were conducted to determine the relationship between the variables studied, including validity testing, reliability testing, normality testing, multicollinearity testing, and multiple regression analysis. The research data collection technique used was path analysis, a partial hypothesis test, using SPSS (Statistical Program for Social Science) as the analysis tool.

RESULTS AND DISCUSSION

This study involved 125 respondents who were elementary school, junior high school, senior high school, and vocational high school teachers under the Panglima Besar Soedirman Cijantung Mosque Foundation. Based on the results of data collection, it was found that 68 teachers (54.4%) were female and 57 teachers (45.6%) were male. Based on the educational level of the teaching place, as many as 40 teachers (32%) came from elementary school, 38 teachers (30.4%) from junior high school, 27 teachers (21.6%) from senior high school, and 20 teachers (16%) from vocational high school. The average age of respondents was in the range of 25–45 years, which indicates that the majority of teachers are included in the productive age category.

Validity Test

A validity test was conducted on 30 statement items for each research variable (Emotional Intelligence and Successful ESD Implementation). The test was conducted by comparing the calculated r value $> r$ table (0.176) at a 5% significance level ($n = 125$).

Tabel 1. Validity Test Results

Variable	Number of Items	Valid Items	Disqualified Items	Description
Emotional Intelligence	30	28	2	Valid
ESD Implementation Success	30	29	1	Valid

Source: *data processed by researchers, 2025*

Most items showed inter-item correlation values above 0.35, indicating that the indicators used had good measurement capabilities for the variable constructs.

Reliability Test

Reliability was measured using Cronbach's Alpha. The criterion used was an Alpha value ≥ 0.70 , indicating high reliability (Ghozali, 2018).

Tabel 2. Reliability Test Results

Variable	Number of Items	Cronbach's Alpha	Description
Emotional Intelligence	28	0,923	Reliabel
ESD Implementation Success	29	0,911	Reliabel

Source: *data processed by researchers, 2025*

The Cronbach's Alpha value for both variables shows a very good level of internal consistency, so the instrument can be trusted for use in this study.

Normality Test

The Kolmogorov–Smirnov test results show an Asymp. Sig. (2-tailed) value of $0.071 > 0.05$, indicating that the data are normally distributed.

Multicollinearity Test

No multicollinearity problems were found because all variables had a Tolerance value > 0.10 and a VIF < 10 .

Multiple Regression Analysis Results

Multiple regression analysis was used to determine the influence of Emotional Intelligence dimensions on the successful implementation of Education for Sustainable Development (ESD). The results are shown in the following table:

Tabel 3. Multiple Regression Analysis Test Results

Independent Variable	Regression Coefficient (β)	t-test	Sig.	Description
Self Awareness	0,233	3,178	0,002	Influential
Managing Emotions	0,125	1,685	0,095	No Influential
Self Motivation	0,271	3,564	0,001	Influential
Emphaty	0,141	1,974	0,051	No Influential
Social Skills	0,211	2,869	0,005	Influential
Constant (α)	2,198			
$R^2 = 0,662$				Effective Model
Sig. F = 0,000				Significant Model

Source: *data processed by researchers, 2025*

The R^2 value of 0.662 indicates that 66.2% of the variation in the success of ESD implementation can be explained by the dimensions of emotional intelligence, while 33.8% is explained by other factors outside this study.

The research results show that emotional intelligence significantly influences the successful implementation of Education for Sustainable Development (ESD) in schools. The dimensions of self-awareness, self-motivation, and social skills contribute most to the success of ESD implementation. These findings indicate that teachers with high levels of self-awareness are able to understand their role in shaping sustainability values in schools. Furthermore, self-motivation encourages teachers to innovate in sustainability-oriented learning activities.

The dimensions of managing one's emotions and empathy are in the sufficient category, indicating the need to improve teachers' ability to manage emotional distress and understand students' perspectives more deeply. This is crucial for sustainability-oriented learning to be empathetic and participatory (UNESCO, 2017).

Overall, these results reinforce research by Goleman (2001), which asserts that a person's professional success is determined not only by cognitive abilities but also by emotional intelligence, which underlies interpersonal behavior. This research aligns with the findings of Goleman and Boyatzis (2017), which show that teachers with high emotional intelligence tend to perform better, are more adaptable to change, and are committed to continuous learning. In addition, UNESCO (2017) emphasized that the success of ESD is greatly influenced by teachers' ability to integrate sustainability values, active student participation, and collaborative and reflective learning..

CONCLUSION

Based on the research conducted, the analysis shows that teachers with high levels of emotional intelligence have a better ability to integrate desired values into the learning process. The dimensions of emotional intelligence, self-awareness, and self-motivation emerged as the dimensions with the highest contribution to the success of ESD implementation. This indicates the ability of teachers to understand personal emotions and maintain self-motivation, which is expected to be an important foundation in building sustainable and meaningful learning. Meanwhile, the dimensions of emotional management, empathy, and social skills indicate the need for improvements in emotional control, the ability to understand students' feelings, and building positive relationships in the school environment. Overall, this study confirms that emotional intelligence is not only a personal aspect, but also a professional competency that supports teacher effectiveness in implementing education oriented towards sustainable development (ESD). Thus, it is hoped that improving teachers' emotional intelligence can be a key strategy in strengthening the implementation of ESD at the primary and secondary education levels. For future researchers, it is hoped that they can consider adding mediating variables such as pedagogical competence or school organizational support to gain a more comprehensive understanding of the factors that influence the success of ESD implementation.

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