



How can emotional intelligence organizations improve job performance of job candidates?

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ABSTRACT

Background: In the face of intense business competition, organizations need continuous innovation in technology and services to remain competitive. This study explores how psychological capital—including self-efficacy, optimism, hope, and resilience—influences innovative work behaviour in the Islamic banking sector in Indonesia. This study aims to look at the effect of psychological capital on innovative work behaviors in employees of Bank Syariah X. **Method:** The sample used in the study was 135 employees working at Bank Syariah X. Innovative Work Behavior was measured using Innovative Work Behavior Indonesia version (2014). Psychological capital was measured using Psychological capital Questionnaire-24 (PCQ-24) (2007) with reliability coefficient 0.87. **Findings:** The results showed that there are two components of psychological capital that significantly influence the behavior of innovative work, namely self efficacy ($\beta = .33$, $R^2 = .21$, $p = .00$) and hope ($\beta = .21$, $R^2 = .03$, $p = .00$). **Conclusion:** This suggests that the components of self efficacy was the biggest influence on the innovative work behavior among employees who work at the Bank Syariah X. **Novelty/Originality of this study:** This research framework provides practical and measurable strategies that can be implemented by HR managers in the Islamic banking sector to drive innovation, improve employee performance, and ultimately enhance organizational competitiveness in the dynamic financial industry.

KEYWORDS: syariah bank; innovative work behavior; psychological capital.

1. Introduction

One important aspect that has become an actual topic and continues to be discussed is the discussion of economic growth, social and economic welfare of a nation's society. (Teguh & Bashir, 2019). However, contemporary developments place mental health as having an association with social well-being (Danziger et al., 2000; Kiely & Butterworth, 2013; Kritsotaki, 2018; Rogers & Pilgrim, 2014; Teymoori et al., 2006) becomes one of the special concerns in achieving development goals. This is inseparable from the fact that mental conditions greatly affect the performance of the workforce (Deloitte, 2022; Fortunisa, 2022; Jansson & Gunnarsson, 2018) and directly correlated with productivity (Sagar & Singh, 2022) Thus, if not addressed properly, this series of phenomena will negatively impacting economic growth and national development of a country. In the United States, the cost of poor mental health and death by suicide reaches US\$ 100 billion dollars per year (Thornicroft et al., 2015). The urgency of addressing mental health issues places it as one of

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the agenda focuses in sustainable development (Dybdahl & Lien, 2018; Mills, 2018; Votruba & Thornicroft, 2016).

After the Covid-19 pandemic period that hit the world in the 2020-2022 interval, Indonesia is one of the countries that has managed to get back on the right track of development with economic growth rates above 5% per year (The World Bank, 2023; Triansyah et al., 2023). This achievement is inseparable from the contribution of labor (Ruhen & Gunawan, 2018). Therefore, it can be understood that labor is a potential resource as a driver of development (Goodman et al., 2015). The economic sector that became the largest contributor to economic growth was the Transportation, Warehousing, Accommodation and Drinking Food sector which grew above 10% (BPS Indonesia, 2024). However, it is still clear that economic development policies are centralized in Java with a contribution of more than 57% (Irawan & Smith, 2023; BPS Indonesia, 2024). In more depth, it shows that Central Java Province is the main contributor of various other contributors of Indonesia's economic growth in Java with a contribution rate of 14.49% (ranked 4th below D.K.I. Jakarta, East Java and West Java) (BPS Jawa Tengah, 2024).

As one of the largest economic powers in Indonesia, Central Java Province has the 3rd largest population in Indonesia after West Java and East Java (BPS Indonesia, 2023). With more than 37 million citizens, Central Java has a proportion of working age population of 29.38% with a labor force participation rate of 71.72% and an open unemployment rate of 5.13% (1.08 million people) (BPS Jateng, 2023). One of the biggest challenges in achieving national development targets is the low level of productivity (Widiyasari et al., 2023) and high open unemployment, which have a direct influence on the achievement of economic growth (Pamungkas, 2018). Responding to this situation, the Government through various technical implementation units (UPT) both at the district / city, provincial and central levels in Central Java built 36 vocational training institutions with a capacity of 29,280 participants per year (Aziz, 2024). It is expected that the job training program can increase the capacity (performance) and productivity of workers and have an impact on efforts to reduce unemployment (Comma, 2008; ILO, 2010; Maimuna & Sani, 2015; Akanbi & Adetunji, 2016; Li, 2022).

However, all these efforts do not seem to have produced the expected results. During the period between 2018 and 2022, Central Java's labor productivity level is only at 54.04 - 57.11 million per-capita/year (Kemnaker R.I., 2023). This achievement places Central Java Province 27th out of 34 provinces in terms of labor productivity in Indonesia. Based on all the above arguments regarding the relationship between economic growth-labor-mental health-productivity and sustainable development, other forms of intervention are needed. Therefore, this article will review the probability of intervention in efforts to improve the quality and capacity of prospective workers in vocational training programs. This is very important considering that interventions in the form of counseling to improve worker performance have proven to be quite effective and have a good success rate (Attridge et al., 2018; Bajorek & Bevan, 2020; Ekpang & Ekpang, 2015; Indradevi, 2012; Joo & Grable, 2000; Kay & Emily, 2015; Kurniawan & Rimas, 2021; Ng'eno et al., 2020; OPM.GOV, 2017; V & Massand, 2023.).

The intervention that is deemed necessary is to integrate psychological aspects in the form of counseling services to prospective workforce participants. This is an interesting discourse because as long as the issue of the psychological condition of prospective workers is not an integrated part of the job training curriculum design. In fact, psychological aspects, which have so far been known as the concept of emotional intelligence and job performance, greatly affect work life quality (Narayan & Narashiman, 2012; Côté & Miners, 2006; Ealias & George, 2012; Ahmadi et al., 2012; Firdaus Abdullah et al., 2012; Shahhosseini et al., 2012; Shamsuddin & Rahman, 2014; Joseph et al., 2015; Choerudin, 2016; Devonish, 2016; Kim et al., 2017; Pekaar et al., 2017; Mahdinezhad et al., 2017; Javed, 2018; Shaban & Yadav, 2018; Lenka, 2019; Marino Vijitharan et al., 2019; Kaur & Sharma, 2019; Chong et al., 2020; Raj, 2021; Widayati et al., 2021; Bansal & Jain, 2022; Mokhtar et al., 2022; Razali et al., 2022; Abebe & Singh, 2023; Charlin & Imran, 2023; Almarashdah, 2024; Baker & Kim, 2024; Nair et al., 2023; Klinger & Siangchokyoo, 2024; Kovaçi & Tahiri, 2024). Thus, it is hoped that the

results of the discussion in this article can become an academic foothold in integrating psychological interventions in the preparation of prospective workers to achieve sustainable development goals.

2. Methods

This study used a quantitative method of ex post facto design. The choice of approach based on the objectives of this study, namely to determine the effect of emotional intelligence organizations and group cohesiveness on job performance. A total of 155 trainees at Semarang Job Training Center 1 class of 2023 were used as the research sample with total sampling as the selected sampling technique. The data presented in the study were obtained using a psychological scale measuring tool emotional intelligence organization adapted from Wong and Law Emotional Intelligence Scale (WLEIS): How Emotionally Intelligence are You? (Law et al., 2004) as well as a psychological scale of work performance measures adapted from The Individual Work Performance Questionnaire: Psychometric traits of the Italian version (Platania et al., 2024). The adapted psychological scale has gone through procedures to test its validity and reliability after going through expert judgment. Descriptive quantitative analysis techniques and simple linear regression analysis were used to measure research objectives and prove research hypotheses.

3. Results and Discussion

3.1 Result

The level of emotional intelligence of trainees at BLK Semarang 1 is in the low category. The data was obtained in a primary manner. ($M=30.96$, $SD=8.412$). Similarly, the category of job performance level of trainees at BLK Semarang 1 is also in the low category ($M=24.70$, $SD=6.970$). (tabel 1).

Table 1. The emotional intelligence level of organizations and job performance of trainees of BLK Semarang 1 2023

Variabel	Mean	SD	Category
Emotional Intelligence Organizations	30.96	8.412	Low
Job Performance	24.70	6.970	Low

The table above shows the descriptive calculation of the level of emotional intelligence organizations and job performance. The details of the categorization of the level of emotional intelligence and job performance based on each indicator are as follows (fig. 1 and fig. 2).

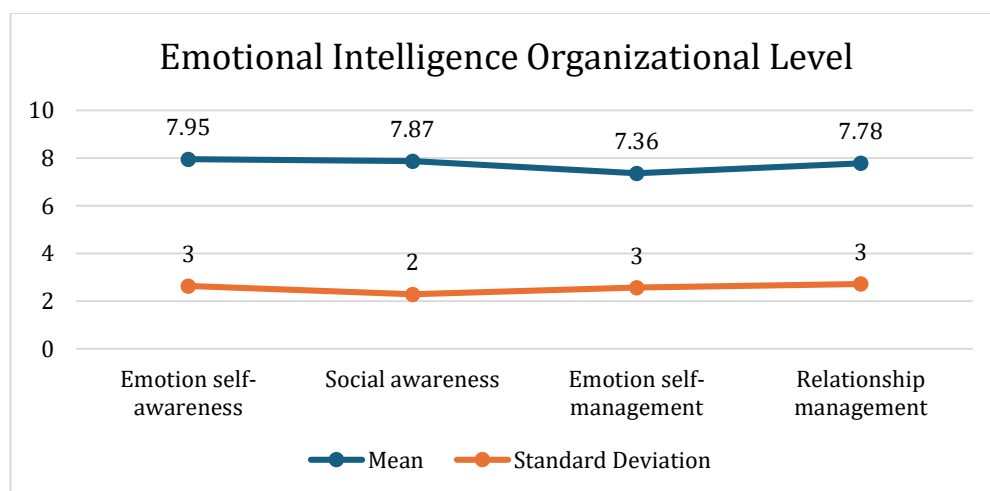


Fig. 1. Emotional intelligence organizational level based on indicators

The figure above shows that. The data shows that BLK Semarang 1 Year 2023 Trainees do not have enough ability to monitor their emotions at work.

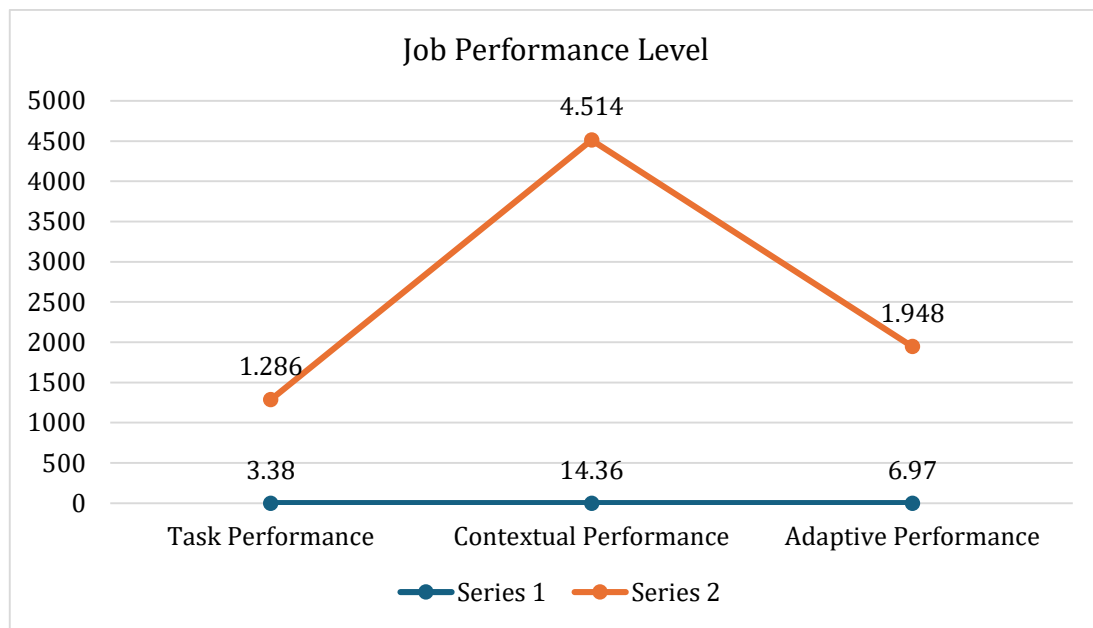


Fig. 2. Job performance level based on indicators

The figure above shows that. The data shows that BLK Semarang 1 Year 2023 Trainees do not have enough ability and effort to be aligned with job values so that they have poor performance.

Hypotheses testing was conducted to determine the relationship and direction the effect of emotional intelligence organizations construct on job performance construct using simple linear regression test. The results show the following data.

Table 2. Simple linear regression test results

Predictor	R	R ²	β	t	Sig.
<i>Emotional Intelligence Organizations</i>	0.200	0.400	0.166	2.501	0.13

The table of simple linear regression test results above supports the hypothesis of this study, that is, there is a positive impact of emotional intelligence organizations on job performance. The contribution given is 40% (Sig.=0.013, R= .200, R²=0.400).

3.2 Discussion

3.2.1 Emotional intelligence organizations

Emotional intelligence has its own parts and derives other theories such as emotional intelligence organizations. Goleman, (1998) examines the development of emotional intelligence organizations theory after examining the process of working with emotional intelligence. Goleman, (1998) creating emotional intelligence work patterns based on the reflection of individual potential in mastering self-awareness, self-management, social awareness, and relationship management, 4 (four) emotional intelligence work patterns develop into the building fields of emotional intelligence related to well-being in the workplace. In 1998, the form of emotional intelligence that makes for outstanding performance in the workplace is defined as emotional intelligence organizations by Goleman. Later, Goleman, (2000) developed a new version of the emotional intelligence model of organizations by looking at physical evidence as the basis of emotional intelligence theory (D. Goleman, 2000) increase knowledge about emotional intelligence as a work skill that must be possessed by workers. Enhancement of the theory by Goleman et al., (2015) include personal competence and social competence that must be met as an indication of

workers having emotional intelligence organizations. Based on the development of the theory by Goleman between 1998-2015, emotional intelligence organizations is a worker's skill to monitor one's own emotions for optimal work performance, when viewed in summary. More than that, emotional intelligence organizations are considered a process that can and should be taken by all workers. This is because emotional intelligence affects workers' job performance (Goleman, 2005). Meanwhile, according to, emotional intelligence is part of social intelligence. Emotional intelligence, also known as emotional competencies, emphasizes the adaptive process of individuals to their social environment (Salovey, 1993). There is a gap between the two expert opinions. Although both explain that emotional intelligence intersects with the social environment, the concept of emotional intelligence belongs to Goleman et al., (2015) is only at the level of awareness, while according to Mayer et al., (2000). Emotional intelligence enters into a subset of social intelligence that is higher than consciousness.

3.2.2 Job performance

The development of job performance theory began by defining job performance as the value of carrying out tasks in accordance with the rules in the organization. The job performance construct is considered a multidimensioner construct. This definition was developed by (Bergman et al., 1997) which explains that work performance is interpreted as holistic organizational values and expectations that influence individual behavior in accordance with measurable organizational standards. Furthermore, Motowidlo & Harrison (2013) added that the definition of job performance indicates that performance is a component of behavior. The behavioral component that explains value expectations in the organization is also referred to as job performance. Based on the development of theory and understanding, job performance is concluded as holistic expectations and values in an organization that are integrated into individual behavior in fulfilling tasks. Job performance can also be interpreted as the ability of individuals to carry out their duties by controlling value expectations in an organization.

3.2.3 Central Java employment profile

Employment is a major concern of the Central Java Provincial government (Sari & Anisah, 2023). This becomes important when associated with the vision and mission of Development in Central Java Province. The working age population in Central Java amounts to around 27,25 million people (Badan Pusat Statistik Provinsi Jawa Tengah, 2021). Based on the results of the National Labor Force Survey (Sakernas) in August 2021, further breakdown by gender, 13,83 million people (50,74%) of the population classified as of working age in Central Java are female, while 13.43 million people (49,26%) are male. In detail, the percentage of the Central Java population at working age 15 years and over in terms of gender and regional classification in 2020 and 2021, is as follows.

Table 3. Percentage of Central Java Population aged 15 Years and Over by Sex and Regional Classification, August 2020 and 2021

Years	Sex			Area		
	Boys	Girls	Total	Urban	Rural	Total
2020	49.25	50.75	100	51.28	48.72	100
2021	29.26	50.74	100	51.83	48.17	100

(Badan Pusat Statistik Provinsi Jawa Tengah, 2021)

In addition, in Central Java Province, development is carried out with reference to sustainable development goals. This is because the higher the unemployment rate, the more it will affect the rate of economic growth in a region. Sari (2021) shows that the more unemployment there is, the lower the per-capita income will be, resulting in increased poverty. This is not in line with the vision of sustainable development, the no poverty issue.

Yulina & Lorentino Togar Laut (2020) in their research on the open unemployment rate (TPT) in Central Java between 2005-2019 states that inflation, poverty, education, and minimum wage have a significant influence on open unemployment. The issue of education is the highlight of this research.

Referring to the above statement, data on the highest level of education completed by the population aged 15 years and over according to their main activity will be examined for data comparison purposes. The number of people aged 15 years and above with the highest education level of primary school is the highest in Central Java, with 11,656,645 people. Meanwhile, the lowest number is obtained by the population aged 15 years and over with the highest education DIV / S1S2 / S3, which is 1,571,942 people. More detailed data will be presented in the following table.

Table 4. Residents aged 15 years and over by main activity in the past week and highest education completed in Central Java, August 2021

Main Activity	Highest Education Completed		
	Maximum Primary School	Junior High School/Equivalent	High School/Vocational School/Equivalent
Employment Force	7,979,995	3,788,731	5,400,620
Work	7,684,664	3,528,611	4,928,868
Open Unemployment	295,330	260,120	471,752
Not Employment Force	3,676,650	2,395,523	1,872,758
School	179,375	1,139,342	463,119
Housekeeping	2,566,014	1,030,135	1,130,467
Other	931,261	226,046	279,172
Total	11,656,645	6,184,254	7,273,378

Main Activity	Highest Education Completed		
	Maximum Primary School	Junior High School/Equivalent	High School/Vocational School/Equivalent
Employment Force	438,821	1,355,826	18,963,993
Working	413,978	1,279,648	17,835,770
Open Unemployment	24,843	76,178	1,128,223
Not Employment Force	128,874	216,116	8,289,921
School	1,573	12,231	1,795,640
Housekeeping	100,893	165,446	4,992,955
Other	26,408	38,439	1,501,326
Total	567,695	1,571,942	27,253,914

(Badan Pusat Statistik Provinsi Jawa Tengah, 2021)

The Open Unemployment Rate in Central Java is quite high. Based on data from the Official Gazette of Central Java Province Employment Statistics as of August 2023, the percentage of the Open Unemployment Rate (TPT) in Central Java is at 5.13% or around 1,08 million people. In the General and Vocational High School Education category, there was an increase from the previous year by 1.35% (BADAN PUSAT STATISTIK PROVINSI JAWA TENGAH, 2023).

The Figure 2 explains in more statistical detail the open unemployment rate in Central Java. It is stated that Vocational High School graduates contribute the largest number in the high unemployment rate in Central Java, which is 9.89%. Followed by the General High School category with a percentage of 7.09%.

The high percentage of open unemployment in Central Java Province should be reduced by the availability of sufficient and adequate job opportunities. Data on the provision of employment in Central Java Province in 2024 by the Central Java Provincial Manpower and Transmigration Office shows that the number of job vacancies registered in the Regency / City in Central Java is 287,953 vacancies, while the number of job seekers in Central Java is 240,723. Based on this data, it is known that the number of job vacancies is sufficient, even tending to be more than the number of job seekers. However, the data also shows that the number of job seekers placed, or the number of job placements is only 171,122 or around 71.09%. This indicates that some job seekers in Central Java do not meet the qualifications

of existing jobs. Therefore, efforts are needed to improve the performance of prospective workers so that they can compete in the world of work and realize economic growth and sustainable development goals.

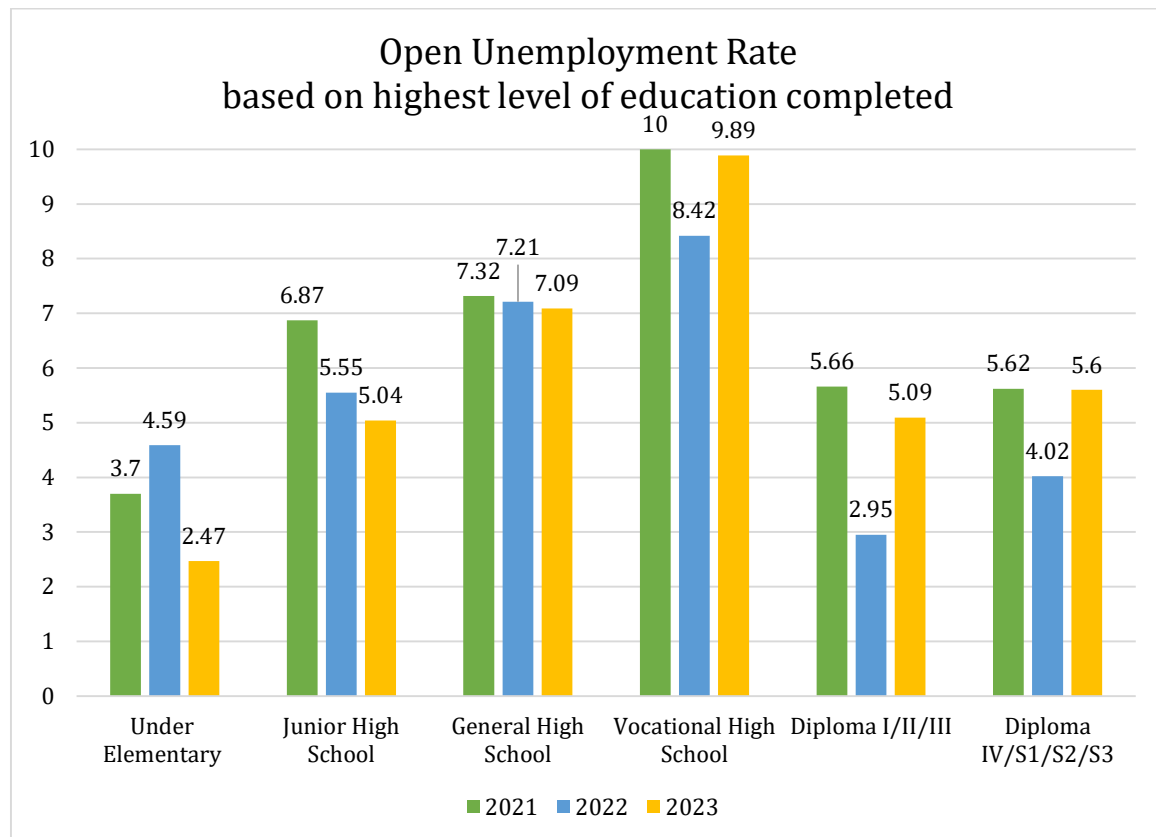


Fig. 2. Open unemployment rate by highest level of education completed (percent), August 2021-August 2023 source official gazette of central java province employment statistics August 2023

3.2.4 Employment and productivity training

Central Java Province's efforts to improve employment and community productivity, one of which is the opening of various work training centers spread across Central Java. For example, Semarang Vocational Training Center 1 is located at Jl. Brotojoyo No.2, Plombokan, Kec. Semarang Utara, Semarang City, Central Java 50178. Balai Latihan Kerja Semarang 1 provides training services to equip skills for people who want to find work, improve their work skills, or start a business. BLK Semarang 1 has programs that are in line with the 5 work programs of the President of the Republic of Indonesia 2018-2024 (Dinas Tenaga Kerja Dan Transmigrasi, 2020). The 5 work programs of the President of the Republic of Indonesia 2018-2024 includes the following (fig 3).

The vision of BLK Semarang 1 is "Towards a Prosperous and Self-Sufficient Central Java" while to achieve this vision, BLK Semarang 1 has a mission including (1) Building a religious, tolerant and harmonious society in Central Java to maintain the Unitary State of the Republic of Indonesia, (2) Accelerating bureaucratic reforms and expanding targets to Regency / City Governments, (3) Strengthening the economic capacity of the people and expanding employment to reduce poverty and unemployment, and (4) Making the people of Central Java, healthier, smarter, more cultured, and loving the environment (Dinas Tenaga Kerja Dan Transmigrasi, 2020). There are several types of training at BLK Semarang 1, including (1) service vocational training with domestic placement, (2) apprenticeship vocational training with domestic and foreign placement, and (3) CPM vocational training with foreign placement.

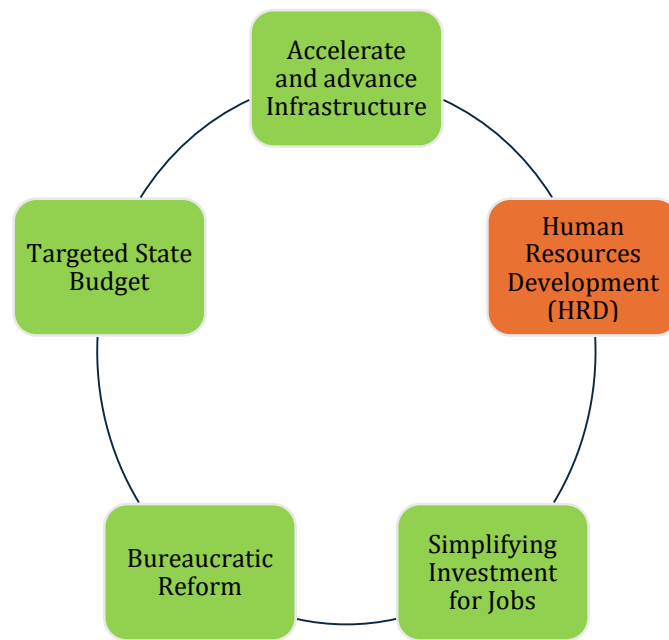


Fig. 3. President of the Republic of Indonesia work program 2018-2024

The Figure 4 shows that the efforts of the Central Java Provincial Government are bearing fruit, although there is a decrease in the level of work achievement in the type of Japanese apprenticeship training from 2017-2019.

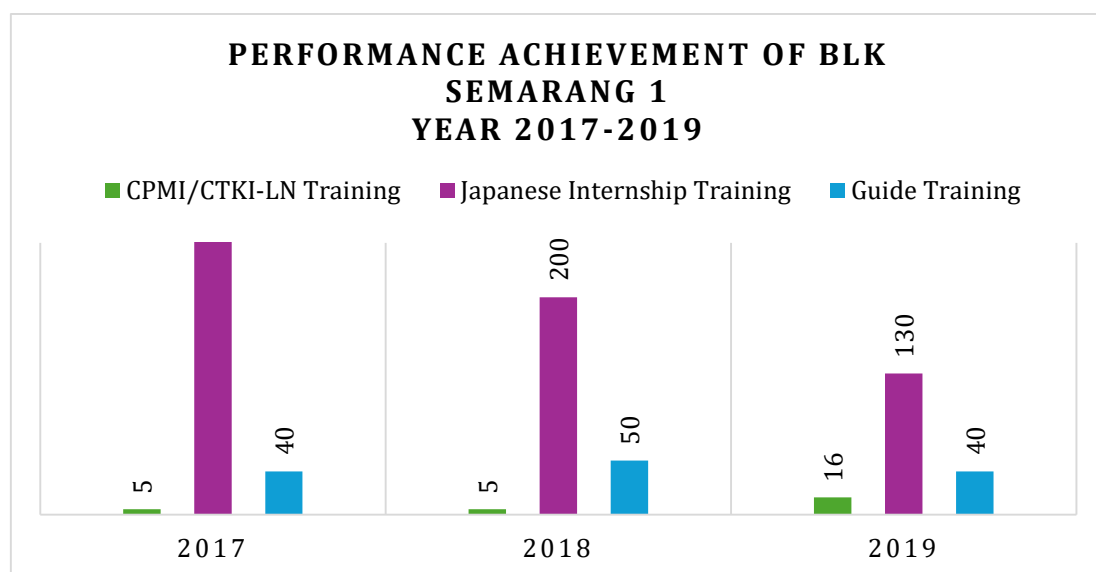


Fig. 4. Performance Achievement of BLK Semarang 1 Year 2017 to 2019

3.3 The influence of emotional intelligence organizations on job performance

Based on the results of simple linear regression analysis, it shows that organizational emotional intelligence has a positive influence on the work performance of BLK Semarang 1 trainees. This means that the problem formulation and research objectives are answered. This shows that when BLK Semarang 1 trainees have the ability to control their emotions at work, then work performance will be high, so that BLK Semarang 1 trainees can have the ability, nature, and effort in accordance with the rules in the work.

The results of this study support previous research which states that emotional intelligence has a positive effect on job performance (Akhter et al., 2021; Aqqad et al., 2019; Chong et al., 2020b; Jena, 2022; Riwukore et al., 2022a). However, at the same time the results of this study are an antithesis of the results of research by Liao & Huang (2022) dan

Febrina, et al., (2021), which shows that emotional intelligence has no effect on job performance.

In this study, it is known that the influence of emotional intelligence organizations on job performance is weak but has a considerable contribution. This happens because the distribution of the influence of emotional intelligence organizations indicators is uneven on job performance. Indicators of emotion self-awareness and emotion self-management theoretically allow individuals to have the ability to do the core tasks of the organization are in the very low category, but the task performance indicators in job performance are in the low category. This allows the influence of emotional intelligence organizations on job performance to be weak. The high contribution is obtained from the social awareness and relationship management indicators which are very low level, in line with the contextual performance and adaptive performance indicators which are also very low.

The next analysis is the distribution of indicators in the number of instrument items. Instrument items to measure emotional intelligence organizations have a balanced distribution of aspects. Of the 16 items, each indicator of emotional intelligence organizations is balanced, each of which has a total of 4 items. However, the indicators of job performance have an uneven distribution. Of the 14 items, 2 items are in the task performance indicator, 8 items are in the contextual performance indicator, and 5 items are in the adaptive performance indicator. The difference in the distribution of these indicators allows the direction of the influence of the two variables to be weak, but the amount of contribution is large.

3.4 Emotional intelligence organizations and job performance on productivity

Every worker and prospective worker need to have good work performance to get a good quality of work life in the world of work. According to Campbell & Wiernik (2015), Job performance affects the quality of work life. High and low job performance will affect the high and low quality of work life. Job performance can be achieved with the ability of individuals to collaborate their innate abilities with effort and traits that are aligned with the values in the organization. Therefore, it is important to improve job performance in individuals. Job performance can be improved by the presence of emotional intelligence organizations and group cohesiveness. Emotional intelligence has a positive effect on job performance (Riwukore et al., 2022b). Emotional intelligence organizations can be measured based on several aspects including self-awareness, social awareness, self-management, and relationship management (Goleman, 2005). Individuals with high emotional intelligence organizations will be able to control their own emotions through good self-understanding and the surrounding environment. Individuals with the ability to control their own emotions will be able to understand themselves and their environment so that they can map work according to their potential and be able to regulate emotions while working. This makes it possible to reduce discomfort at work and improve individual work performance.

3.5 The science of guidance and counseling in job performance studies

Guidance is the process of assisting individuals in making important choices that affect their lives (Gladding, 2018). While counseling, according to Gladding (2018) Counseling is the application of mental health principles to the psychological well-being of individuals through cognitive, affective, behavioral interventions, and planning strategies for well-being, personal growth, career development, and pathology. Counseling is a technique of guidance. It means that the implementation of guidance does not solely use counseling. However, the implementation of counseling in guidance and counseling must be carried out from a guidance perspective. The scientific domain of guidance and counseling is influenced by several disciplines including psychology, education, sociology, and anthropology. Guidance and counseling also goes hand in hand with the advancement of science and technology. Philosophically, the object of guidance and counseling is the resolution of

individual problems that continue to develop (ontology). The process of guidance and counseling can be carried out by interviewing, training, teaching, and providing assistance for individuals to make decisions (epistemology). The essence of guidance and counseling is to help individuals understand themselves and their environment (axiology). This reaffirms that the profession of guidance and counseling is a profession of assistance for individuals to help understand themselves and environmental conditions so that individuals can make decisions in life.

Guidance and Counseling was first born in America in 1908 by Frank Parsons (Sutirna, 2021). Parsons believe that every individual has the right to fulfill their career. In addition, Parsons also mentioned that the counseling system aims to help individuals find jobs that match their interests and talents. In the beginning, Parsons started vocational training services to help people of all ages identify their interests and talents so that they can find suitable jobs. In 1909, Parsons wrote the book "Choosing a Vocation" which discusses the importance of self-awareness (part of emotional intelligence), understanding the role of work, and the advantages of work. After writing the book, Parsons introduced guidance programs in schools to help students understand their abilities and guide students to appropriate career paths. Today, guidance and counseling should play a crucial role in academic and personal development to meet students' career needs proportionately.

The above statement shows that guidance and counseling services were initially implemented for individuals seeking employment. Parsons came up with the matching concept by matching individual traits (abilities, interests, and personal characteristics) and job opportunities. Nowadays, guidance and counseling have 4 (four) areas that become aspects that are considered in the implementation of its services. The 4 (four) areas include career, learning, personal, and social areas. There is a career guidance service. Career Guidance is a guidance service for individuals to prepare themselves for the world of work (Universitas Esa Unggul, 2020). The development of career guidance began at the same time as the birth of guidance and counseling in Indonesia, because basically guidance and counseling services begin with individual career problems. Career guidance is a support for the preparation of students in the future. In Indonesia, career guidance entered schools in 1982 marked by the release of career guidance books in high school. Career guidance officially joined the 1984 curriculum. The timeline is 7 years since the science of guidance and counseling existed in Indonesia (1975).

The science of Guidance and Counseling is influenced by the science of Psychology. This is enough to create a habit between the professional field of guidance and counseling and psychology. The reason is that psychology is quite widely applied to guidance and counseling. One of these habits is the implementation of career guidance with industrial and organizational psychology. Industrial and Organizational Psychology is the application of psychology in the field of work (Izzati & Mulyana, 2019). In addition, Wijono (2010) states that industrial and organizational psychology is a scientific study of the behavior, cognition, emotions, and motivation as well as the mental processes of individuals who are in the industry/organization. The domain of industrial and organizational psychology according to Izzati & Mulyana (2019) are in the domains of (a) selection, placement, training, and development processes, (b) worker interaction with the physical and social environment, and (c) human resource management.

Based on the definitions of career guidance and organizational industrial psychology, the difference between the two disciplines lies in the timeline of the service process. Although both aim to help individuals in the world of work, career guidance is placed more as a preventive effort by helping individuals prepare for careers in the world of work. Meanwhile, industrial and organizational psychology plays during the period when individuals are already in the industry/organization. The study of job performance in this research is aimed at preventive efforts for prospective workers to better understand themselves so that they can improve job performance and get the right job.

4. Conclusions

Emotional intelligence organizations of Trainees of BLK Semarang 1 are low. Trainees do not have enough ability to control their emotions and are unable to articulate the emotions of coworkers to help them at work. Job performance of Semarang BLK 1 trainees is also low. This means that trainees do not have enough ability, effort, and traits that are aligned with job values. Emotional intelligence organizations positively affect the job performance of trainees of BLK Semarang 1. This means that trainees with the ability to control their own emotions and articulate the emotions of coworkers will have good job performance.

There are some limitations that need to be noted. First, the use of quantitative methods with an ex-post facto design only measures the influence between variables without testing the causal relationship directly. Second, the number of samples used was inadequate. In selecting samples, it is important for researcher to ensure the level of representativeness. Third, the instruments used in this study were inadequate for a more comprehensive measurement. This study only relies on one instrument, the psychological scale.

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Author Contribution

Each author is expected to make substantial contributions to the design or design of the Conceptualization, G.N.; Methodology, M.; Software, G.N.; Validation, M. and H.M.; Formal Analysis, G.N.; Investigation, G.N.; Resources, G.N.; Data Curation, G.N.; Writing – Original Draft Preparation, G.N.; Writing – Review & Editing, G.N.; Visualization, G.N.; Supervision, M. and H.M.; Project Administration, G.N.; and Funding Acquisition, G.N.

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Ethical Review Board Statement

Not applicable.

Informed Consent Statement

Not applicable.

Data Availability Statement

The data supporting the findings of this study, including the preliminary survey data, interview transcripts, and research data, are available in the Supplementary Material or upon request. Additionally, all datasets analyzed during the current study are available in <https://bit.ly/DataPenelitianGalNad2024>.

Conflicts of Interest

The authors declare no conflict of interest.

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