



The Relationship Between Altruism and Emotional Intelligence and Job Satisfaction of High School/Vocational High School Teachers in Plumbon District, Cirebon Regency

Zulfa Mawadah^{1✉}, Didin Nurul Rosidin², Barnawi³

Universitas Islam Bunga Bangsa Cirebon, Indonesia

Email : zulfamawadah399@gmail.com

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ABSTRACT

The research was conducted based on the phenomenon that occurred in high schools/vocational schools in Plumbon District, there were teachers who left school to move to more promising jobs, moved to schools with better compensation, especially schools that met international quality standards and teachers who were accepted as P3K chose schools that close to domicile. There are teachers who teach not according to their area of expertise, such as mathematics teachers teaching Sundanese, because the same teaching and learning hours are already filled by PNS and P3K teachers. The aim of the research is to determine how the significance of altruism (itsar) is related to job satisfaction, how the significance of emotional intelligence is related to job satisfaction and how the significance of altruism and emotional intelligence is related to the job satisfaction of high school/vocational school teachers in Plumbon District. This type of research uses correlational quantitative descriptive. The research population was 153 teachers, a sample of 109 was taken based on the Kreij Morgan table. The sample technique uses random sampling. The data collection method is in the form of a psychological scale and scores on a specific Likert scale ranging from 1-5. The data analysis technique is in the form of descriptive statistics and multiple correlations with the help of SPSS version 27. The results and conclusions of this research show a Pearson correlation value of 0.473, explaining the existence of a positive and significant relationship between altruism (itsar) and job satisfaction. The Pearson correlation value was 0.420, indicating intelligence. Emotionality has a positive and significant influence on job satisfaction, and simultaneously altruism and emotional intelligence are significantly related to job satisfaction with a Pearson correlation value of 0.416. Although the influence of both is moderate, this combination

creates a more harmonious and supportive work environment, which contributes to increased job satisfaction.

Keywords: *altruism, emotional intelligence, job satisfaction*

INTRODUCTION

Researchers conducted a preliminary study in early 2024 on teachers at community- and government-managed high schools in Plumbon District, Cirebon Regency. The results of the researchers' observations and data revealed some interesting information and data about teachers. Some teachers left the schools, moving on to more lucrative jobs, while others moved to higher-paying schools, particularly those that met international quality standards. Some were accepted by the P3K (National Teacher Training and Education Agency) and chose schools closer to their homes. Some teachers taught in areas unsuitable for their expertise, for example, a teacher with a background in mathematics teaching Sundanese. This occurred because similar teaching hours were already filled by civil servant teachers and P3K (National Teacher Training and Education Agency) teachers.

Another phenomenon was the imbalance between the number of teachers in certain subjects and the number of classes. Some teachers taught less than 15 hours and others more than 3 hours. The number of teaching hours a teacher received affected the compensation received. The curriculum currently in effect at the time of the research was the Independent Curriculum, which assigned teachers additional tasks on the Independent Teaching Portal (PMM), which were quite numerous and cumbersome, and which also resulted in a lack of appreciation from schools. However, this study did not focus on delving deeper into these facts.

Through additional data obtained from a literature review, the researchers were more interested in exploring the job satisfaction of teachers who remained and remained loyal to their profession. Furthermore, they wanted to examine internal variables within teachers suspected of impacting their job satisfaction.

Preliminary findings led the researchers to investigate teacher job satisfaction (Rosanna et al., 2021). The analysis of the problem or exploration of variables and factors suspected of being related to job satisfaction was conducted considering that teaching and educating students at the senior secondary level presents unique challenges. This is due to the transition phase students experience, from early adolescence to late adolescence, before finally entering adulthood. The selection of the research location was also based on this understanding. The results of the literature review and preliminary findings

were used to determine components thought to be related to teacher job satisfaction.

The researchers believe that the results of the preliminary study, exploratory process, problem identification, and literature review provide sufficiently convincing evidence. This prompted them to select high school/vocational high school teachers in Plumbon District as respondents in this study. In this study, the researchers used job satisfaction as the dependent variable, while altruism (*itsar*) and emotional intelligence were designated as independent variables.

According to Furnham, this study defines job satisfaction as a worker's expression of feelings, beliefs, emotional reactions, or positive attitudes (relatively stable) resulting from their assessment of the elements involved in their work. Job aspects include job characteristics, salary and benefits, coworkers, boss influence, reconciliation, promotions, and work environment factors (Furnham, 2015).

Altruism, or *itsar* in Arabic, is a personality trait that is crucial in social and organizational interactions, particularly for Muslims. In general, altruism is defined as prioritizing the interests of others over one's own. Conversely, egoism refers to a tendency to prioritize self-interest. (Batubara et al., 2020). In the literature, altruism is generally associated with egoism (Rizky et al., 2021).

Altruistic behavior (*itsar*) appears to be fading as society shifts toward a more pragmatic, individualistic, and even permissive outlook (Salamah, 2018). Humans generally strive to seek pleasure and happiness in their lives, yet we often see individuals, societies, and even government institutions trapped in egoism, engaging in behaviors that can be psychologically detrimental. Attitudes such as greed, envy, prejudice, and suspicion often lead to conflict, all manifestations of selfishness (Khairunnisa, 2023).

The second variable in this study is emotional intelligence, defined as the ability to recognize, understand, accept, and manage emotions, both in oneself and others (Goleman, 2011). This ability also encompasses the effective use of emotions in thinking, behaving, and acting to achieve personal growth and optimal performance. Emotional intelligence is an aspect of human intelligence that has received increasing attention in recent years (Natalia Konrandus, 2015). Theoretically and based on research findings, emotional intelligence is viewed as a crucial element influencing the quality of intrapersonal and interpersonal relationships among employees. The quality of interpersonal interactions in the workplace is also considered a crucial factor contributing to success, productivity, and job satisfaction. According to Rosanna, the quality of interpersonal relationships in the workplace is a form of interaction between

individuals and their surroundings (Rosanna et al., 2021). They argue that the intensity of employees' perceptions of various aspects of their work environment or workplace is closely related to their perceptions of the overall and individual components of their work (Furnham, 2015).

Another interesting fact is that the phenomenon of brawls occurring among schoolchildren, university students, and between villages, along with the tendency to seek instant solutions in almost all aspects of social, economic, and political life, can be understood from a psychological perspective (Saputra et al., 2024). This is closely related to increasing egoism, lack of emotional control, and the decline of altruistic values (*itsar*) in our society (Pamungkas & Muslikah, 2019).

At a macro level, these conditions and assumptions encourage research to understand more about *itsar* (altruism) in education personnel and its relationship to teacher job satisfaction (Starks, 2020). Understanding and belief in the truth of Islamic teachings are the foundation of ethical altruistic behavior (*itsar*), which indirectly influences their perspective on the world (Nur Hafifah, Abd. Rahman, 2024). Thus, the value of altruism (*itsar*) is also suspected to be related to feelings of satisfaction or dissatisfaction, particularly regarding certain aspects of teachers' work, which focused on high school/vocational high school teachers in Plumbon District in this study.

According to the author, an individual's perception of their environment, particularly their social and psychological environment, is closely related to their state of being. This state is defined as a psychological (emotional) and spiritual condition. In relation to this theme, the researcher wanted to investigate the relationship between a personality type based on beliefs or noble values, namely altruism (*itsar*), and teachers' levels of job satisfaction.

Numerous cases of problematic teachers have been reported by the media, particularly concerning recent instances of out-of-control or emotional teacher behavior in the classroom, such as hitting, spitting, kicking, and inappropriate and demeaning remarks, even committing immoral acts in the educational environment (Detik.com, 2024). This quote is intended to emphasize the importance of emotional intelligence, although the above conditions were not found in previous research involving this study's respondents.

The author feels that uncovering this issue is highly strategic and urgent because there is a lack of empirical data on employee performance, job satisfaction, and the psychological profiles of teachers. The researcher used the aforementioned reasons to gather the latest information on emotional intelligence and its importance in identifying other elements that influence employee satisfaction.

In various previous studies on job satisfaction, researchers have also examined how individual factors, such as gender, age, and type of job, correlate with a person's level of job satisfaction. However, in this study, the researcher's focus will be on the relationship between aspects of emotional intelligence and altruism (ITSAR) and teacher job satisfaction. Based on these considerations, the study examines the relationship between the significance of altruism (ITSAR) and job satisfaction, the significance of emotional intelligence and job satisfaction, and the significance of altruism and emotional intelligence on job satisfaction of high school/vocational high school teachers in Plumbon District, Cirebon Regency.

METHOD

The research method used is descriptive quantitative correlational, chosen to test whether or not there is a multiple correlational relationship between the variables of altruism (itsar), and emotional intelligence with teacher job satisfaction. The population in this study are teachers who work in Senior High Schools/Vocational High Schools in Plumbon District, which are recorded in the Main Data of the Ministry of Education and Culture, consisting of Senior High School 1 Plumbon, Senior High School PGRI Plumbon and Senior High School IT Al-Burhany, Vocational High School As Salafiyah, Vocational High School 1 PGRI Plumbon, Vocational High School 2 PGRI Plumbon, and Vocational High School Surya Negara Plumbon, however Senior High School PGRI Plumbon, Vocational High School 2 PGRI Plumbon and Vocational High School Surya Negara Plumbon are no longer operating, so the population used in this study consists of 4 (four) schools, namely Senior High School 1 Plumbon, Senior High School IT Al-Burhany, Vocational High School As Salafiyah and Vocational High School 1 PGRI Plumbon with a total number of teachers of 153 teachers. The sampling technique used was random sampling, as the sample was drawn from the population at random without any distinctions such as strata within the population (Sugiyono, 2019). The researcher selected a sample of 109 people based on the Kreij-Morgan table.

Data collection was conducted through a questionnaire covering variables such as job satisfaction, altruism (itsar), and emotional intelligence. The questionnaire consisted of 119 statements. Respondents were asked to complete the questionnaire by marking the answer option that best suited their situation. Each answer option was converted to a specific score based on a Likert scale ranging from 1 to 5 (Sugiyono, 2019). The researcher conducted the analysis through three systematic stages. First, descriptive statistical analysis was conducted to provide an overview of the data. Next, classical assumption tests

were conducted to ensure normality and linearity of the data. The final stage was hypothesis analysis. To support the entire analysis process, the researcher used the SPSS version 27 program. Based on the results of the validity and reliability tests, it was found that all 119 questionnaire statements were declared valid with r count $>$ r table (0.361) and all reliable with r count $>$ 0.6.

RESULTS AND DISCUSSION

1. Descriptive Statistical Test

According to (Sugiyono, 2019), to obtain an overview of the status of each variable whose percentage has been calculated, it is necessary to convert it into qualitative data. This aims to formulate descriptive conclusions by referring to Table 4.1.

Table 4.1 Percentage Value Conversion

Percentage	Interpretation
80,00% - 100%'	Very Good
60,00% - 79,99%/	Good
40,00% - 59,99%/	Fair Good
20,00% - 39,99%/	Poor Good
< 20,00%/	Very Poor Good

(Adapted from the PPM Correlation Coefficient Table)

Descriptive Results of Data for Variables X1, X2, and Y

Table 4.2 Output of

Descriptive Variable Altruism

Table 4. 1. Descriptive Output

Variable Emotional Intelligence

Table 4. 4. Descriptive

Output Variable Job

Satisfaction Variable

Statistics		
ALTRUISM		
N	Valid	109
	Missing	0
Mean		155,74
Median		155,00
Mode		166
Std. Deviation		9,550
Variance		91,211
Range		43
Minimum		134
Maximum		177
Sum		16976

Statistics		
EMOTIONAL INTELLIGENCE		
N	Valid	109
	Missing	0
Mean		154,25
Median		155,00
Mode		149 ^a
Std. Deviation		10,269
Variance		105,447
Range		48
Minimum		130
Maximum		178
Sum		16813

Statistics		
JOB SATISFACTION		
N	Valid	109
	Missing	0
Mean		109,58
Median		110,00
Mode		100 ^a
Std. Deviation		9,643
Variance		92,987
Range		48
Minimum		84
Maximum		132
Sum		11944

Based on the descriptive analysis results for each variable above, taking into account the mean (arithmetic average) values obtained for the altruism variable (155.74); the emotional intelligence variable (154.74); and the job satisfaction variable (109.58), the following percentage values were then created:

Table 4.5 Descriptive Conclusions for Each Variable

Altruism (X ₁)	Emotional Intelligence (X ₂)	Job Satisfaction (Y)
$P = \frac{\text{Skor Mean}}{\text{Skor ideal}} \times 100\%$ $P = X \frac{155,74}{225} \times 100\%$ $P = 69,218\%$	$P = \frac{\text{Skor Mean}}{\text{Skor ideal}} \times 100\%$ $P = X \frac{154,25}{220} \times 100\%$ $P = 70,113\%$	$P = \frac{\text{Skor Mean}}{\text{Skor ideal}} \times 100\%$ $P = X \frac{109,58}{150} \times 100\%$ $P = 73,053\%$
Based on the analysis in Table 4.1, it can be concluded that the Altruism variable (X ₁) is in the good category, with a score in the 60%-79% range.	Referring to Table 4.1, a descriptive conclusion is drawn that the Emotional Intelligence variable (X ₂) is good (between 60% and 79%).	Referring to Table 4.1, it can be concluded that the emotional intelligence variable (X ₂) is good (60% and 79%).

2. Data Normality Prerequisite Test

The questionnaire distribution results were analyzed using SPSS version 27. The testing criteria used were as follows: if the significance value (Asymp. sig.) is greater than 0.05, then the residuals are considered normally distributed. Conversely, if the significance value (Asymp. sig.) is less than or equal to 0.05, then the residuals are not normally distributed. (Sugiyono, 2019).

Table 4.6 Normality Results for Each Variable

Altruism (<i>Itsar</i>) (X ₁)			Emotional Intelligence (X ₂)			Job Satisfaction (Y)		
One-Sample Kolmogorov Smirnov Test			One-Sample Kolmogorov Smirnov Test			One-Sample Kolmogorov Smirnov Test		
			ALTRUISM			EMOTIONAL INTELLIGENCE		
N		109	N		109	N		109
Normal Parameter sa,b	Mean	155,74	Normal Parameter sa,b	Mean	154,25	Normal Parameters ^a	Mean	109,58
	Std. Deviation			Std. Deviation	10,269		Std. Deviation	9,643

			9,550	Most Extreme Differences	Absolute		,082						
Most Extreme Differences	Absolute		,079	Most Extreme Differences	Positive		,082			Most Extreme Differences	Absolute	,077	
	Positive		,073		Negative		- ,067				Positive	,067	
	Negative		- ,079								Negative	- ,077	
Test Statistic			,079	Test Statistic			,082	Test Statistic			,077		
Asymp. Sig. (2-tailed) ^c			,093	Asymp. Sig. (2-tailed) ^c			,065	Asymp. Sig. (2-tailed) ^c			,118		
	Sig.		,097	Monte Carlo Sig. (2-tailed) ^d	Sig.		,067					,109	
					99% Confidence Interval	Lower Bound	,061						
						Upper Bound	,074						
Monte Carlo Sig. (2-tailed) ^d	99% Confidence Interval		Lower Bound	,089	a. Test distribution is Normal.				Monte Carlo Sig. (2tailed) ^d	99% Confidence Interval		Lower Bound	,100
			Upper Bound	,105	b. Calculated from data.					Upper Bound	,117		
	a. Test distribution is Normal.				c. Lilliefors Significance Correction.					c. Lilliefors Significance Correction.			
	b. Calculated from data.				d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 926214481.					d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1314643744.			
	c. Lilliefors Significance Correction.												
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.													

Based on the SPSS output table, the significance value (Asympt. sig) of 0.93, which is greater than 0.05, indicates that variable X1 has a normal distribution. Therefore, this data set can be used to conduct a hypothesis test.	Based on the SPSS output table, we find a significance value (Asympt. sig) of 0.065, which is greater than 0.05, and variable X2 is considered to have a normal distribution. This indicates that we can conduct a hypothesis test on this data set.	The SPSS output table shows a significance value (Asympt. sig) of 0.118, which is greater than 0.05. This indicates that variable Y has a normal distribution, so this data set can be tested for its hypothesis.
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3. Data Linearity

The testing criteria use the following formula: If the significance level of deviation from linearity is >0.05 (5%), or if the significance value of linearity is <0.05 , then there is a linear relationship between the variables. Likewise, if the significance level of deviation from linearity is <0.05 (5%), or the significance value of linearity is >0.05 , then there is no linear relationship between the variables (Sugiyono, 2019).

Table 4.7 Results of Linearity Test Between Variables

Altruism Variable (X1) with Job Satisfaction (Y)							
ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Job Satisfaction Altruism	Between Groups	(Combined)	4647,604	32	145,238	2,046	,006
		Linearity	1407,960	1	1407,960	19,834	,000
		Deviation from Linearity	3239,644	31	104,505	1,472	,088
	Within Groups		5394,983	76	70,987		
	Total		10042,587	108			
Based on the results of the linearity test, the linearity value was $0.00 < 0.05$, indicating a linear relationship between altruism and job satisfaction.							
Emotional Intelligence (X2) and Job Satisfaction (Y)							
ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Job Satisfaction Emotional Intelligence	Between Groups	(Combined)	6101,478	35	174,328	3,229	,000
		Linearity	688,127	1	688,127	12,746	,001
		Deviation from Linearity	5413,351	34	159,216	2,949	,000

	Within Groups	3941,109	73	53,988		
	Total	10042,587	108			

Based on the results of the linearity test, the linearity value was $0.01 < 0.05$, indicating a linear relationship between Emotional Intelligence and Job Satisfaction.

4. Hypothesis Testing

The testing criteria are: if the significance value is < 0.05 , or the calculated r value is $> r$ table, then a correlation or relationship exists between the two variables. Conversely, if the significance value is > 0.05 or the calculated r value is $< r$ table, then there is no correlation or relationship between the two variables (Sugiyono, 2019).

Table 4.8 Percentage Value Conversion

Correlation Coefficient Interval (r)	Level of Relationship
0.00 - 0.19	Very Low
0.20 - 0.39	Low
0.40 - 0.59	Moderate
0.60 - 0.79	Strong
0.80 - 1.00	Very Strong

Table 4.9 Hypothesis Test Results in the Study

Hypothesis Test Results for Altruism (X1) and Job Satisfaction (Y)				Hypothesis Results for Emotional Intelligence (X2) and Job Satisfaction (Y)			
Correlations				Correlations			
		Altruism	Job Satisfaction			Emotional Intelligence	Job Satisfaction
Altruism	Pearson Correlation	1	,473**	Kecerdasan Emosional	Pearson Correlation	1	,420**
	Sig. (2-Tailed)		,000		Sig. (2tailed)		,000
	N	109	109		N	109	109
Job Satisfaction	Pearson Correlation	,473**	1	Job Satisfaction	Pearson Correlation	,420**	1
	Sig. (2-Tailed)	,000			Sig. (2tailed)	,000	
	N	109	109		N	109	109
**. Correlation Is Significant At The 0.01 Level (2-Tailed).				**. Correlation is significant at the 0.01 level (2-tailed).			

The significance value (2-tailed) between Altruism (X1) and Job Satisfaction is $0.000 < 0.05$, indicating a significant relationship between the two variables. The degree of relationship between Altruism (X1) and Job Satisfaction (Y) obtained a Pearson correlation value of 0.473, indicating a moderate correlation between the two variables.	The significance value (2-tailed) between Emotional Intelligence (X2) and Job Satisfaction is $0.000 < 0.05$, indicating a significant relationship between the two variables. The degree of relationship between Emotional Intelligence (X2) and Job Satisfaction (Y) obtained a Pearson correlation value of 0.420, indicating a moderate correlation between the two variables.
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Hypothesis Test Results: Altruism (X1) and Emotional Intelligence (X2) with Job Satisfaction (Y)

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,416 ^a	,173	,157	8,852	,173	11,084	2	106	,000	
a. Predictors: (Constant), Kecerdasan Emosional, Altruisme										

The significance value (2-tailed) between Altruism (Itsar) (X1) and Emotional Intelligence (X2) with Job Satisfaction (Y) is $0.000 < 0.05$, meaning that there is a significant relationship between the three variables and the degree of relationship between the variables Altruism (Itsar) (X1) and Emotional Intelligence (X2) with Job Satisfaction (Y) obtained a Pearson correlation value of 0.416, meaning that the correlation between these variables is in a moderate position.

The findings from the analysis of the Altruism variable hypothesis with Job Satisfaction are in line with the job satisfaction theory explained by (Furnham, 2015), related to Value Attainment Theory which explains that job satisfaction arises when the values considered important by an individual can be fulfilled in work. In this context, the values inherent in altruism, such as caring, social responsibility, and sincerity, become a source of satisfaction for individuals who view work as a means to do good. The opinion (Mulyani & Prakoso, 2022), that altruistic actions (itsar) can bring positive feelings, especially for the perpetrator. For those who receive assistance, positive feelings often arise as a result of the attention and empathy provided by the helper. Furthermore, this assistance can reduce the burden, both psychological and real burdens being faced. Positive feelings, similar to satisfaction, have a contagious nature that can affect the individual and the surrounding social environment (Ica Lisnawati, Ns., 2022). Altruism plays a crucial role in creating a harmonious work environment, where employees feel valued and supported by their colleagues. This, in turn, contributes to improved psychological well-being and job satisfaction.

These findings have significant practical implications for human resource management. Training and development programs can be directed at enhancing altruistic behavior in the workplace. For example, companies can organize mentoring programs or social activities aimed at strengthening solidarity and caring among employees. By encouraging supportive behavior, companies can build a positive organizational culture, which in turn will increase employee satisfaction and productivity (Pipit Mulyah et al., 2020).

A study by Wang et al., 2021, also supports the findings regarding the relationship between emotional intelligence and job satisfaction. This research shows that emotional intelligence plays a significant role in encouraging proactive behavior in the workplace, such as helping colleagues. This, in turn, increases employee satisfaction and commitment to their work. When employees feel able to make positive contributions and collaborate effectively, they tend to be more satisfied with their roles.

The results of this study have significant implications for human resource management in formulating strategies to improve job satisfaction. One step that can be implemented is providing emotional intelligence training to teachers or employees. This training program can include developing skills in recognizing emotions, managing stress, and improving empathy and communication skills. By equipping employees to hone their emotional intelligence, organizations can create a more positive and supportive work environment, ultimately contributing to increased job satisfaction (Pipit Mulyah et al., 2020).

Herzberg's two-factor theory (as explained by Alrawahi et al., 2020) is highly relevant in understanding the relationship between Altruism and Emotional Intelligence and Job Satisfaction. According to Herzberg, intrinsic factors such as achievement, recognition, and responsibility have a greater influence on job satisfaction than extrinsic factors such as salary. In this regard, Altruism and emotional intelligence can be considered intrinsic factors. Employees who exhibit altruistic behavior and possess high emotional intelligence are more likely to receive recognition from their colleagues and perceive that their work has a positive impact on others. Also supported by the Organizational Citizenship Behavior (OCB) theory proposed by Organ, altruistic behaviors such as helping coworkers and prioritizing the interests of the team or organization can create a more cooperative and harmonious work environment (Cahyandi et al., 2019).

The results of this study indicate that organizations have the opportunity to increase employee job satisfaction by encouraging altruistic behavior and developing emotional intelligence. Through emotional intelligence training, employees can learn to manage their emotions, resolve conflicts, and interact

more effectively. Such development programs have the potential to strengthen interpersonal relationships and create a supportive and collaborative work environment.

CONCLUSION

Based on the data analysis and discussion of the research findings, it can be concluded that there is a positive and significant relationship between altruism (itsar) and job satisfaction. This indicates that the higher a person's level of altruism in the workplace, the higher their level of job satisfaction. Furthermore, there is a significant moderating effect of emotional intelligence on job satisfaction. Emotional intelligence helps employees manage their emotions, interact with coworkers, and cope with workplace pressure, all of which contribute to job satisfaction. Simultaneously, both altruism and emotional intelligence have a significant relationship with job satisfaction. Although their effects are moderate, their combination creates a more harmonious and supportive work environment, which in turn increases job satisfaction. Altruistic behavior and emotional intelligence play important roles in interpersonal relationships, stress management, and adaptation to change, all of which contribute to increased job satisfaction.

Suggestions for future researchers include conducting longitudinal studies to observe how changes in teachers' levels of altruism and emotional intelligence over time may affect their job satisfaction. Such research could provide deeper insights into the dynamics of job satisfaction over the long term. In addition, researchers are also advised to use other methods, such as direct observation, in-depth interviews, or case studies, to obtain more holistic and comprehensive data regarding the relationship between altruism, emotional intelligence, and job satisfaction.

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