BURNOUT AS MODERATION AND EMOTIONAL INTELLIGENCE AS MEDIATION IN PROFESSIONAL SKILLS, PERSONALITY CHARACTERISTICS, PSYCHOLOGICAL WELL-BEING TO INDIVIDUAL PERFORMANCE

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ABSTRACT

This research aims to test and analyze the influence of professional skills, personality characteristics, and psychological well-being through emotional intelligence on individual performance moderated by burnout in CV . Kozihome. This research uses a quantitative descriptive approach. This research is quantitative. The sampling technique used proportional stratified Random Sampling with a sample size of 96 employees. The statistical analysis used in this research is Partial Least Squares 4.0 (PLS). The results of this research show that: (1) there is a positive but not significant influence of professional skills on emotional intelligence, (2) there is a positive but not significant influence of personality characteristics on emotional intelligence (3) there is a significant positive influence of psychological well-being on emotional intelligence, (4) there is a negative and insignificant influence of professional skills on emotional intelligence which is moderated by burnout (5) there is a negative and insignificant influence of personality characteristics on emotional intelligence which is moderated by burnout (6) there is a negative and insignificant influence of psychological well-being on emotional intelligence which is moderated by burnout and (7) there is a positive and significant influence of emotional intelligence on individual performance.

Keywords*: Burnout, Emotional Intelligence, Professional Skills, Personality Characteristics, Psychological well-being, Individual Performance*

ABSTRAK

Penelitian ini bertujuan untuk menguji dan menganalisis pengaruh kemampuan profesional, karakteristik kepribadian, dan kesejahteraan psikologis melalui kecerdasan emosional terhadap kinerja individu yang dimoderasi oleh burnout pada karyawan CV. Kozihome. Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Penelitian ini bersifat kuantitatif. Teknik pengambilan sampel menggunakan Proporsional Stratified Random Sampling dengan jumlah sampel sebanyak 96 karyawan. Analisis statistik yang digunakan dalam penelitian ini adalah Partial Least Squares 4.0 (PLS). Hasil penelitian ini menunjukkan bahwa: (1) terdapat pengaruh positif namun tidak signifikan dari kemampuan profesional terhadap kecerdasan emosional, (2) terdapat pengaruh positif namun tidak signifikan dari karakteristik kepribadian terhadap kecerdasan emosional, (3) terdapat pengaruh positif signifikan dari kesejahteraan psikologis terhadap kecerdasan emosional, (4) terdapat pengaruh negatif dan tidak signifikan keterampilan profesional terhadap kecerdasan emosional yang dimoderasi oleh burnout (5) terdapat pengaruh negatif dan tidak signifikan karakteristik kepribadian terhadap kecerdasan emosional yang dimoderasi oleh burnout (6) terdapat pengaruh negatif dan tidak signifikan kesejahteraan psikologis terhadap kecerdasan emosional yang dimoderasi oleh burnout dan (7) terdapat pengaruh positif dan signifikan kecerdasan emosional terhadap kinerja individu.

Kata kunci : Burnout, Kecerdasan Emosional, Kemampuan Profesional, Karakteristik Kepribadian, Kesejahteraan Psikologis, Kinerja Individu

INTRODUCTION

Unhealthy working conditions can negatively impact employees, such as emotional and physical exhaustion, which can drain their psychological resources. Therefore, the working and professional environment must be well organized and managed. If the environment or working conditions do not support employee work comfort, productivity will likely decrease and employee turnover is inevitable.

Employee turnover has become one of the most critical issues in most construction companies, with turnover receiving more attention than retention. (Hassan, Halif, Ariffin, Shah, & Sumardi, 2023)

Employee turnover is broadly defined as the number of voluntary and involuntary terminations a company makes. The emotionally demanding nature of mental health can increase the risk of

burnout, which is associated with higher turnover intention.

Figure 1. Percentage of Yearly Project
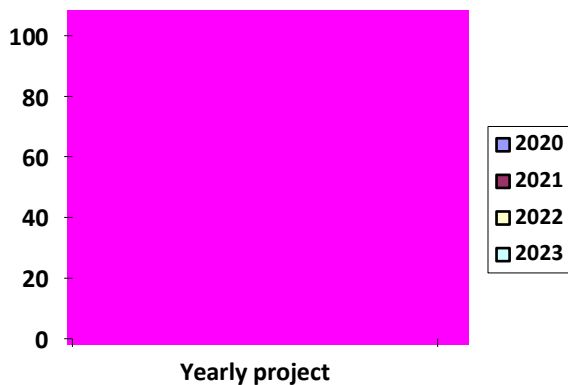
Source: Primary Data, 2023

As an advanced construction company in Surabaya, CV. Kozihome has received various projects and tenders per year. Therefore, the company strives to maintain consistency by improving services, so in this case, employees are required to be able to work as much as possible.

Many demands are put forward by the company, so many divisions experience stress at work so they decide to take permission while working. The following is the employee attendance data of CV. Kozihome from 2020 to 2023 with units of the number of people per year as shown in figure 2.

Figure 2. Percentage of Employee Absenteeism

Source : Primary Data, 2023

Based on the data above is the number of employee absences for 4 consecutive years. The absenteeism assessment consists of ordinary permits, hospitalization, pictures, and early return. The results obtained experienced ups and downs, and it can be seen that the employee absenteeism rate is high in 2023 between 2020 and 2022, it can be seen that there have been several impacts of work stress. However, not many employees choose to continue working professionally because they have a goal and motivation in themselves. Sari & Desiningrum, (2016) In fact, this is an opportunity for the company because even though there is high work stress in the company, an employee will continue to work by controlling his stress to meet his needs. Sari and Desiningrum, (2016) professional skills, personality characteristics, and psychological well-being play a role. This causes a gap between the research that has been done in the field. Future researchers can utilize this gap.

Research related to the theme of professional skills has been conducted by Robies, (2012), and Nurahaju & Widanti, (2021) An organization or company also needs employees who have qualified professional skills. This is consistent with research by McGahern (2009), Nurahaju & Widanti, (2021) who conducted further research since 2006, and concluded that Professional skills play a greater role in career advancement. Research conducted by Pujianto, (2023) explains that each individual in the company has a different character, both the character of ability, self-confidence, how to behave as well as personal emotions. The relationship between individuals and companies will cause interaction in a company so that the characteristics of a company will arise.

As has been explained in the following research, a person who does not have emotional intelligence will usually be prone to mental disorders, or at least less able to control his emotions, and easily dissolve in sadness when experiencing failure. Theodoridis & Kraemer, (2020) are inversely proportional to the research done by Nurahaju and Widanti, (2021) which explains that the higher the emotional intelligence of employees, the better their performance. High emotional intelligence is characterized by the ability to adapt to the

environment and surrounding conditions and has a confident nature to perform better. Other attitudes that show the high emotional intelligence of a person such as a sense of responsibility, independence and willingness to work together, optimism, and positive traits that are resistant to stress or pressure.

Based on this phenomenon, the authors are interested in conducting research with the title "Burnout as Moderation and Emotional Intelligence as Mediation in Profesional Skills, Personality Characteristics, Psychological Well-Being to Individual Performance". Danvila, Sastre, & Marroquín, (2015) Emotional Intelligence is a controversial concept that has been the subject of recent research by several academics, business experts, and the consulting world. Although widely questioned due to a lack of empirical support, emotional intelligence has become popular in a short period and has become the object of increasing research.

Professional Skills

Ahmad & Imam, (2022) Professional Skills are skills that are primarily needed by individuals to enhance one's career prospects. When individuals are enrolled in educational institutions and training centers to pursue educational programs, or when they are recruited in organizations to carry out their job duties, they need to focus on developing professional skills. Nonthacumjane, (2011), and Marguna, (2020) Professional skills relate to the competency, skills, and knowledge aspects of what is required of an LIS professional working in the digital information age. The main focus of this section is to showcase the core skills and knowledge required. De La Harpe, Radloff, & Wyber, (2000) Various professional skills have been identified in the literature. These typically include communication, problem-solving, critical thinking, teamwork, learning, interpersonal, technology, and information literacy. Suardipa, Widiara, & Indrawati, (2021)

Soft skills are skills and life skills, both for oneself, in groups, or in society, as well as with the creator. By having soft skills, one's existence will be more felt in the community, communication skills, emotional skills, language skills, group skills, ethics and morals, courtesy, and spiritual skills.

Personality Characteristics

Fleishman, (1984) Personality Characteristic self-esteem may influence problem-focused and emotion-focused coping. The train of thought that supports both possibilities makes sense. High self-esteem, is an attitude of accepting and liking oneself. Personality Characteristics as the only resource that influences coping, it seems more reasonable to assume that several characteristics, acting together, influence the resulting coping response. Humphreys & Torgerson, (1965) regarded personality as the distinctive organic condition of the individual, with its sensory and motor attributes of behavior, limited and regulated by dominant sentiments or motives. Olila, (2020) Personality refers to a unique set of individual differences in characteristic patterns of thinking, feeling, and behavior that define a person's psychological makeup.

Psychological Well- Being

Ryff & Singer, (1996) Psychological well-being comes from a life course developmental perspective, emphasizing the different challenges faced at different life cycle phases. Keyes, (2023) Psychological well-being means a perfect balance in everything in an individual's life. A person can easily deal with any problems in his/her life and maintain a positive outlook towards the world. They are usually proactively minded and welcome others with a heart full of happiness and warmth. Psychological well-being is the combination of physical, mental, and social aspects of each individual. Deviana, Umari, & and Khadijah, (2023) explain that low psychological well-being has cognitive,

emotional, physiological, and behavioral impacts. Cognitive impacts such as difficulty concentrating, difficulty remembering work, and difficulty understanding work materials.

Burnout

Shah Rollah, Nordin, Mohd Ghani, & Rajab, (2010) Burnout is a problem that cannot be eliminated, some actions or strategies must be applied to reduce or prevent the occurrence of burnout at high levels. The aforementioned suggestions should be taken into account to curb the burnout stage among workers, and work undertaken. Maslach, (1998) Sanjiwani, Wibawa, & Diputra, (2023) Burnout is defined as a condition of mental, emotional, and physical exhaustion due to prolonged and excessive stress in the job. This condition makes workers feel pressure. This pressure comes from coworkers, customers, others around them, themselves, and so on. The existence of this pressure forms a sense of guilt which in turn spurs them to work harder. Widhianingtanti & van Luijtelaar, (2022) explained that the dimensions of burnout can be measured through emotional exhaustion; cynicism; and decreased personal achievement.
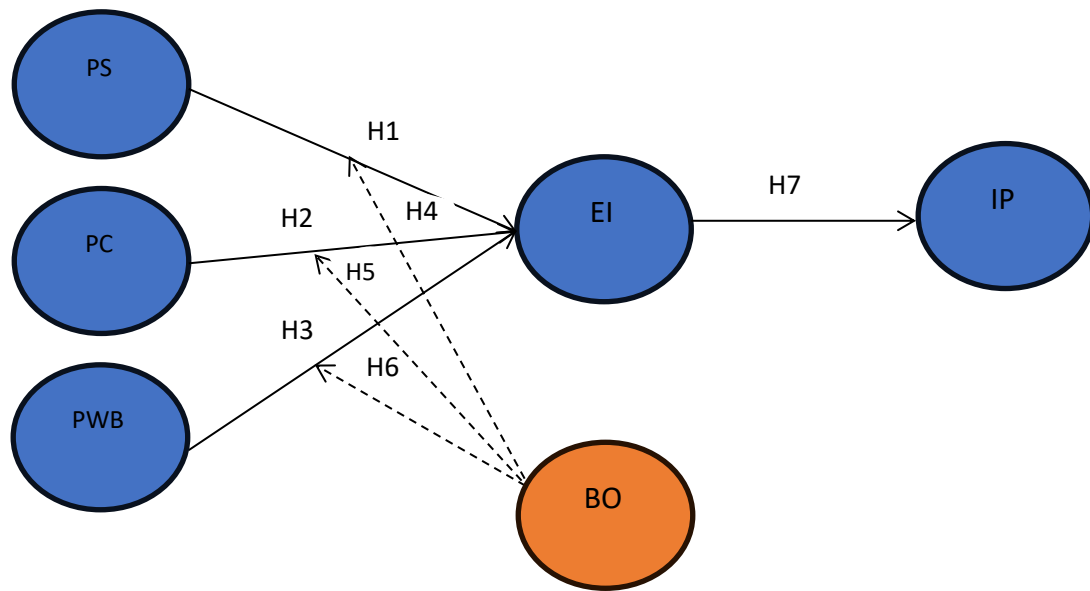
Emotional intelligence

Mayer, Salovey, & Caruso, (2012), Ackley, (2016) Emotional intelligence is the ability to feel emotions, access and generate emotions to aid thinking, understand emotions and emotional knowledge, and regulate emotions reflectively to promote emotional and intellectual growth. Goleman (1995) (Mayer, Salovey, and Caruso, 2012) instead

explain that emotional intelligence is an underlying personal characteristic that is not represented by cognitive intelligence. Daniel Goleman (1998), Sharma, Hushain, & Kant, (2023) polished and popularized the idea in their book series, stating that EI or EQ includes abilities such as self-awareness, self-management, self-motivation, empathy, and relationship management.

Individual Perfomence

Individual performance is the result and behavior of employees related to and supporting organizational goals. Meanwhile, according to Daksani Achmad, Lestari, Fatimah, & Larassaty, (2023) is the achievement of norms and standards achieved by employees of predetermined sizes. Nisa & Pujianto, (2023) The conclusion is the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision, and mission of the company as outlined in a company's strategic plan. Mahmoud, Ahmad, & Poespowidjojo, (2022) explained that the Individual Performance dimension can be measured by completing work on time; planning is optimal; remembering the results achieved in the work can separate and rule out problems in the work; doing a good job, being responsible, starting a new task, when the old task is completed; willing to take on challenging work tasks; trying to update job knowledge; keeping work skills up to date; finding solutions to problems; looking for new challenges in the work; actively participating during work meetings.

Figure 3. The conceptual framework

Based on the conceptual framework above, a hypothesis can be drawn as an answer to the research results as follows:

H1: Professional Skills have a positive and significant effect on Emotional Intelligence.

H2: Personality Characteristic has a positive and significant effect on Emotional Intelligence.

H3: Psychological Well-Being has a positive and significant effect on Emotional Intelligence.

H4: Professional Skills in Emotional Intelligence are weakened by Burnout.

H5: Personality Characteristics on Emotional Intelligence is weakened by Burnout.

H6: Psychological Well-Being on Emotional Intelligence are weakened by Burnout.

H7: Emotional Intelligence has a positive and significant effect on Individual Performance.

METHODOLOGY

This research is quantitative. The research respondents were employees of CV. Kozihome Surabaya. The types of data used are primary data and secondary data primary data is bagged from the results of interviews and respondents' answers to questionnaires that have been distributed while secondary data is obtained from intermediary media in the form of articles, books, websites, and additional sources relevant to this research. The questionnaire measurement uses a Likert scale with the provisions of Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). This research used 96 employees. Data analysis was carried out using Smart Partial Least Squares (PLS) software version 4.0. The reason this research uses SEM PLS is that the analysis of this study does not assume that the data is normally distributed, and can work for models with limited samples. This study develops a structural model in which burnout acts as a moderating variable and emotional intelligence acts as a mediator. This study uses 4 variables, namely Individual Performance as a variable or dependent variable (Y) with 13 items, three variables or independent variables (X), including Professional Skills (X1) with 20 items, Personality Characteristics (X2) with 23 items, and Psychological Well-being (X3) with 10 items, Burnout as a moderating variable (Z) with 22 items, and

Emotional Intelligence as a mediating variable (M) with 40 items.

RESULTS AND DISCUSSIONS

Based on the results of distributing questionnaires that have been carried out by researchers presented in Table 1, show a descriptive profile of respondents who work at CV. Kozihome, totaling 96 respondents. The largest number of respondents were in the surveying position with 22 respondents (21%), with the majority of male employee respondents 58 (60%), employees who have high school education amounted to 19 (20%) and permanent employees amounted to 74 (77%) respondents. This then shows that the respondents in this study are dominated by Generation Z and Y.

Table 2. Distribution of Respondents

RESPONDENT'S WORK AREA	FREQUENCY	PERCENTAGE
ADMINISTRATION	5	5%
FINANCE	5	5%
DRAFTER	10	10%
QUANTITY CONTROL	5	5%
ELECTRICAL ENGINEERING	5	5%
CIVIL ENGINEERING	14	15%
INTERIOR	6	6%
SURVEYING	20	21%
PROJECT SUPERVISOR	16	17%
ESTIMATOR	10	10%
TOTAL	**96**	**100%**
GENDER	**Frequency**	**Percentage**
MALE	58	60%
FEMALE	38	40%
TOTAL	**96**	**100%**
EDUCATION	**Frequency**	**Percentage**
SMA/SMK	19	20%
S1/S2	77	80%
TOTAL	**96**	**100%**
STATUS OF EMPLOYEE	**Frequency**	**Percentage**
PERMANENT EMPLOYEE	74	77%
CONTRACT EMPLOYEE	22	23%
TOTAL	**96**	**100%**

Instrument Testing
Validity and Reliability Test

Evaluation of the outer model validity test removed 82 items from 128 items due to validity values below 0.7. Some of the iterated items are from the professional skills variable to 7 items, personality characteristics items after iteration to 5 items, psychological well-being to 6 items, burnout to 3 items, emotional intelligence variables after iteration to 9 items, the last individual performance variable after iteration 11 items, thus 46 items have a factor value above 0.7 and can be declared valid. This means that the indicators used in this study are valid or have met convergent validity.

Convergent validity test parameters are known by looking at the results of the SmartPLS algorithm output in the form of outer loading and Average Variant Extracted (AVE) Based on the results of outer loading after elimination obtained, all items have a value > 0.07, and it can be interpreted that all items can be used in the research model. (Fatimah & Pujianto, 2023)

Table 2. Validity and Reliability Test

CODE	ITEM	OUTER LOADING	CRONBACH'S ALPHA	COMPOSITE RELIABILITY	AVE
PS1	I can communicate ideas effectively and confidently, both orally and in writing.	0.779			
PS3	I can present expressively, confidently, and at the level of the audience.	0.775			
PS5	I can negotiate to reach a mutual agreement	0.838	0.924	0.939	0.689
PS8	I can contribute to planning and aligning the results of team efforts	0.826			
PS8	I can analyze and decide on ethics-related issues	0.865			
PS14	I know basic leadership theories	0.885			
PS20	I can lead projects	0.836			
PC3	I am a good listener and reflector in any communication	0.830			
PC6	I like sharing information	0.807			
PC14	I can easily accept criticism	0.846	0.877	0.910	0.688
PC19	I am confident in giving my view.	0.837			
PC21	I have high motivation.	0.766			
PWB1	I feel I am responsible for the situation I live in.	0.847			
PWB4	Maintaining close relationships is difficult and frustrating for me	0.818			
PWB5	I feel like I've done everything that needs to be done in life	0.808			
PWB6	I haven't experienced many warm and trusting relationships with others.	0.787	0.889	0.916	0.645
PWB9	I think it's important to have new experiences that challenge the way you think about yourself and the world.	0.827			
PWB15	I tend to be influenced by people with strong opinions	0.725			
BO4	I feel emotionally drained because of my work	0.823			
BO6	I have achieved many valuable things in this job	0.961	0.858	0.898	0.747
BO7	I have become more callous towards others since I took this job	0.799			
EI1	I am mindful of my emotions	0.812			
EI3	I always set realistic goals for myself	0.877			
EI4	I know how to control my emotions	0.848			

EI7	I am a self-motivated person	0.856			
EI9	I understand the emotions of people around me	0.827	0.941	0.950	0.680
EI11	I know when to talk about my problems to others	0.771			
EI30	I think about how I can improve my relationships with people I don't get along with	0.853			
EI34	I can communicate effectively with others	0.819			
EI35	I can get fellow team members to share my interest in a project	0.739			
IP1	I successfully plan my work to be completed on time	0.789			
IP2	I can do my job well with little time and effort	0.741			
IP3	I take extra responsibility	0.831			
IP4	I started new tasks myself after my old tasks were completed.	0.720			
IP5	I strive to keep my job knowledge up to date	0.793	0.941	0.946	0.616
IP6	I strive to keep my work skills up to date	0.772			
IP7	I find creative solutions to new problems	0.705			
IP8	I am constantly looking for new challenges in my work	0.843			
IP9	I actively participate in work meetings	0.760			
IP10	My planning is optimal	0.806			
IP13	I take on challenging work assignments, if available	0.857			

Source: Primary Data Analysis, 2023

Variance Inflation Factor (VIF)

The data is declared collinearity-free if the VIF value is ≤ 5. The following are the results of the analysis that has been studied. The estimation results in Table 3 show the inner VIF value < 5. So that the level of multicollinearity between variables is low. These results strengthen the results of parameter estimation in SEM PLS is robust (unbiased) (Sarstedt, Hair, Cheah, Becker, & Ringle, 2019).

Table 3. Inner VIF

	VIF
PS -> EI	2.940
PC-> EI	3.603
PWB -> EI	2.245
EI -> IP	1.000
BO X PS -> EI	3.285
BO X PC -> EI	3.741
BO X PWB -> EI	2.492

Source: Collineary Statistic Data Analysis with SmartPLS 4

R Square

A value (R2) greater than 0.25 is categorized as weak, greater than 0.50 is categorized as moderate, and more than 0.75 is categorized as substantial. The following are the R-Square results that have been carried out by researchers:

Based on Table 4 above, the R-squared value of individual performance is 0.767 or 76.7%. So from the results of testing the model structure model, the R-Square value of the individual performance variable is included in the strong category.

Table 4. R Square

	R SQUARE	R SQUARE ADJUSTED
INDIVIDUAL PERFORMANCE	0.767	0.764

Source: R Square Data Analysis with Smatpls 4

Estimation Path Coefficient

The PLS-SEM algorithm produces a standardized path coefficient value (p) with values ranging from -1 to +1. with the beA path coefficient value close to +1 indicating a strong positive relationship, and a value close to -1 indicating a strong negative relationship with a range of -1 to +1. Meanwhile, hypothesis testing between variables is carried out using t-value or p-value statistics. If the calculated t-statistic is greater than 1.96 (t-table) or the p-value of the test results is less than 0.05, there is a significant influence between variables. In addition, there is an f-square value as a medium test with criteria of 0.005 (low), 0.01 (medium), and 0.025 (high) (Hair, Sarstedt, Pieper, & Ringle, 2020)

Table 5. Patch Coefficient (mean, STDEV, T- Values, p values)

	ORIGINAL SAMPLE	T STATISTICS (|O/STERR|)	P-VALUE (STDEV)	F-SQUARE	TESTING RESULTS
PS -> EI	0.109	1.120	0.263	0.016	Not Significant
PC -> EI	0.073	0.712	0.477	0.006	Not Significant
PWB -> EI	0.704	9.838	0.000	0.885	Significant
EI -> IP	0.874	27.734	0.000	3.286	Significant
BO X PS -> EI	-0.148	1.115	0.265	0.027	Not Significant
BO X PC -> EI	0.003	0.021	0.983	0.000	Not Significant
BO X PWB -> EI	0.068	0.844	0.399	0.008	Not Significant

Source: Data analysis with SmartPLS 4 Patch Coefficient.

Based on the above test in Table 5, the author examines the impact of professional skills on emotional intelligence using a sample of 3000 bootstraps, hypothesis 1 fails by obtaining a p-value of 0.263 with a T value of 1.120 and a positive path coefficient path of 0.109. Because the p-value> 0.05 and T value > 1.96 and the positive path, it can be concluded that professional skills have a positive but insignificant effect on emotional intelligence. The second hypothesis states that personality characteristics are not significant with a p-value of 0.477 a T value of 0.712 and a positive path coefficient path of 0.073, indicating that the hypothesis is not supported. The third hypothesis estimates that psychological well-being affects emotional intelligence with a p-value of 0.000 a T value of 9.838 and a positive path coefficient path of 0.704 with this stated the third hypothesis is supported. The results of the BO moderation model weakening EI-mediated PS failed with a p

value of 0.265 a T value of 1.115 and a negative path coefficient path of -0.148. The fifth hypothesis states that the BO moderation model weakens the EI-mediated PC with a p-value of 0.983 with a T value of 0.021 and a positive coefficient path of 0.003 is not supported. Furthermore, the sixth hypothesis, the BO moderation model weakens the EI-mediated PS which is stated to fail with a p-value of 0.399 with a p-value of 0.844 and a positive coefficient path with a value of 0.068. The seventh hypothesis which states that Emotional intelligence affects individual performance

is supported with a p value of 0.000 with a T value of 27.734 and a positive coefficient path with a value of 0.068.

Mediation Testing

To measure the effect size of the indirect effect in the mediation test, researchers refer to Ogbeibu et al (2021) who use the upsilon statistical formula v = $\beta 2MX\beta 2$ YM.X with the criteria (0.175) high mediation effect, (0.075) moderate mediation effect, and (0.01) low mediation effect. The interpretation in Table 7 can be explained as follow:

Table 6. Upsilon V Test

HYPOTHESIS	PATH COEFFICIENT	P VALUE	STATISTIK UPSILON (V)	MEDIATION DESCRIPTION
H1. PS > EI > IP	0.109	0.132	$(0.109)^2$ x $(0.876)^2$ = 0.002	Low
H2. PC > EI > IP	0.073	0.237	$(0.073)^2$ x$(0.876)^2$ = 0.001	Low
H3. PWB > EI > IP	0.704	0.000	$(0.704)^2$ x $0.876)^2$ = 0.123	High

Source: Processed by Researcher, 2023

Hypothesis 1 shows that Professional Skills have a positive but insignificant effect in mediating the effect of Emotional Intelligence on Individual Performance, this is evidenced by obtaining a p-value of 0.263 with a T value of 1.120 and a positive path coefficient path of 0.109. Because the p value> 0.05 and T value> 1.96. This calculation is in line with the evidence that emotional intelligence as a mediating variable between professional skills and individual performance is low at the structural level with an upsilon value (V) = 0.002. The second hypothesis states that personality characteristics are not significant with a p-value of 0.477 a T value of 0.712 and a positive path coefficient path of 0.073, indicating that the hypothesis is not supported. In this case, there is no influence of emotional intelligence as a mediating variable variable with personality characteristics with individual performance indicated by the upsilon result

of 0.001 which can be interpreted that the mediating role is very low. The last mediation test, namely the third hypothesis, estimates that psychological well-being affects emotional intelligence with a p-value of 0.000 a T value of 9.838, and a positive path coefficient path of 0.704. in this hypothesis, the mediation results show a high influence with an upsilon test of 0.123. Thus it can show that the influence of the mediating variable emotional intelligence on psychological well-being with individual performance is perfectly mediated.

The Effect of Professional Skills on Emotional Intelligence
In the first hypothesis, this study shows that employees at CV. Kozihome does not have to have professional skills to have emotional intelligence. In the research by Purnamayani, Suwatra, & Wibawa, (2020) Emotional intelligence is categorized into Self-Awareness, Self-Regulation,

Motivation, Empathy, and Social Skills. The results in this study are in line with research conducted by Saraun & Ambarwati, (2022) someone who can recognize self-emotion and empathy does not have to have skills or achievement. This means that the emotional intelligence of CV. Kozihome employees are not influenced by work professionalism or skills. Purwanto, (2015) An employee who has motivation and self-awareness will automatically have emotional intelligence without having to be influenced by a skill he has.

Effect of Personality Characteristics on Emotional Intelligence

Personality characteristics on emotional intelligence at CV. Kozihome has no influence. This is in line with the results by research Aziz & Pangil, (2017) stating that personality traits (extroversion, openness to experience, and neuroticism) do not affect emotional intelligence and then on workability. This means that employees of CV. Kozihome does not have to have a good personal character or a personal experience to have emotional intelligence. Contrary to research conducted by Pujianto & Alfiatuzzahro, (2023) Emotion is defined as a specific feeling or thought, a biological and psychological condition, and a set of things that drive a person to behave. Emotions arise as a result of certain events that a person experiences. This means that an employee must have experience to gain emotional intelligence because this allows an individual to think critically which will encourage individuals to have good emotional intelligence.

The Influence of Psychological Well-Being on Emotional Intelligence

Variables related to psychological well-being on emotional intelligence have a significant effect. This means that factors such as freedom from anxiety, the achievement of happiness, including ownership of self-acceptance, positive relationships with others, autonomy, the ability to master the environment, ownership of the purpose and meaning of life, and the ability to have a sense of

continuous growth and self-development. This has an impact on CV. Kozihome employees who have psychological well-being with some of the factors above will tend to have good emotional mastery. It can be seen that if an employee has emotional intelligence supported by psychological well-being, a good performance will be achieved. This result is in line with the findings of Safitri & Anisah, (2022) which state that there is a positive relationship between psychological well-being and emotional intelligence. This is indicated by the correlation coefficient value on the PWB variable on EI which is 0.821 which means that an employee who has a high level of emotional intelligence tends to have good performance, besides that emotional intelligence can control stress levels to improve psychological well-being in employees.

The influence of Professional Skills on Emotional Intelligence is weakened by Burnout

In the context of the influence of professional skills on emotional intelligence which is weakened by burnout, it does not have a significant effect on employees of CV. Kozihome. The results of the study explain that burnout does not weaken professional skills in emotional intelligence. This finding is supported by previous research which states that there is an indirect and significant and negative influence between professional skills on emotional intelligence through burnout in textile company employees in West Sumatra (Zona, 2021). It can be interpreted that professional skills do not affect emotional intelligence in CV. Kozihome which results in when there is work stress on employees does not have a significant impact because without the encouragement of professional skills employees at CV. Kozihome still has emotional intelligence so they can reduce burnout in doing a job. The results of this study are in line with research by Fitriani, Hidayati, Apriani, & Zulkifli, (2019) which suggests that high emotional intelligence can reduce anxiety

levels. Conversely, if an employee has low emotional intelligence, the anxiety level will be higher.

The influence of Personality Characteristics on Emotional Intelligence is weakened by Burnout

The results of research that has been conducted by researchers show that personality characteristics of emotional intelligence do not have a significant influence on burnout, it can be concluded that burnout does not weaken these 2 variables. Research Pujianto, (2023) explains that working conditions can be one of the supports in influencing personal character which will change to be positive and vice versa. However, there is no influence of personality characteristics in CV. Kozihome which can affect emotional intelligence, has an impact on burnout. This means that without the personal character of CV. Kozihome still has the intelligence of an emotion this factor is supported by working conditions. Good working conditions will cause comfort at work, in this case, fatigue at work will not occur. The results of this study are not many previous findings stating that burnout does not weaken, In addition, the rejection of the hypothesis in this study shows that there are still different opinions about the relationship of burnout that affects PC to EI.

The influence of Psychological Well-Being on Emotional Intelligence is weakened by Burnout Based on the research above, it was found that it was not significant from the burnout hypothesis to weaken psychological well-being on emotional intelligence. This is because in CV. Kozihome, it was found that many employees in the company have psychological well-being. This finding is in line with the research Saraun & Ambarwati, (2022) Based on the research above, it was found that it was not significant from the burnout hypothesis to weaken psychological well-being on emotional intelligence. This is because in CV. Kozihome, it was found that many employees in the company have psychological well-being. This finding is in line with research by Maharani & Wati, (2021) that states that employees must be able to align their personal needs and goals with the work context and job demands. These factors are no longer seen separately but work together. This means that CV. Kozihome employees can harmonize personal needs and goals at work, with this alignment reducing the level of burnout because employees who know their own needs will resist or will not be affected by fatigue because these employees have their own goals.

Effect of Emotional Intelligence on Individual Performance

The results of this study indicate support that emotional intelligence is owned by CV. Kozihome employees affect individual performance. The application of EI in individual performance will provide prominent results in a job. This is in line with research conducted by Anggraini, (2017) stated that emotional intelligence partially has a positive and significant effect on employee performance as well as emotional intelligence partially has a positive and significant effect on employee performance. This means that the higher the level of emotional intelligence possessed by employees of CV. Kozihome, the higher the level of individual performance obtained by the company. This is in line with research conducted by Batubara, Aditi, & Hidayah, (2021) Emotional intelligence variables affect individual performance. So there is a significant influence between emotional intelligence on individual performance Muawanah & Pujianto, (2023) This indicates that individuals who can control their emotions well will produce good work performance as well because a person's emotional intelligence plays an important role in performance.

CONCLUSION AND SUGGESTION

The results of this study concluded that professional skills, and personality characteristics on emotional intelligence have no significant effect. This means that

even though an employee who has good skills and personality will not affect emotional intelligence in an employee, on the contrary, with the psychological well-being variable, an employee who has good psychological well-being greatly affects emotional intelligence, especially in a construction company that has high flying hours, psychological well-being is very influential. In the results of burnout which weakens professional skills, personality characteristics, and psychological well-being, there is no such weakening because employees at CV. Kozihome has good emotional intelligence which can affect individual performance.

This study has limitations on the sample and limited findings in several variables that are combined so it cannot provide a clear picture. Researchers hope that future researchers can conduct research with a broader scope. That way there will be a comparison between one researcher and another. Thus research can connect the importance of Emotional Intelligence to various events in the company with all considerations.

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