

Strengthening of Emotional Intelligence and Integrity for Improving Indonesian Educated Workforce Professionalism

Tjiptogoro Dinarjo Soehari

Mercu Buana University

Iffah Budiningsih

Islam Asyafi'iyah University

Aslam Salimudin

Indonesia Professional' Association in Denmark

Arissetyanto Nugroho

School of Postgraduate Studies, Pancasila University

ABSTRACT

Competition in the global labour market is very sharp so that the quality of educated Indonesian workers who will and are currently working abroad must have superior competitiveness. The purpose of this research is to strengthen emotional intelligence and integrity in order to increase the quality of professionalism of Indonesian educated workers in Denmark. The research method is a quantitative explorative technique using SPSS-IBM 25, the dependent variable is Professionalism (PF), the independent variables are Emotional Intelligence (EI) and Integrity (IG). Case study in Denmark, the target population of the Indonesia Professionals' Association in Denmark has a minimum education of 54 people, the sample purposive quota is 54 respondents. The results of the study: 1) The regression equation $PF = -0.142 + 0.426 KE + 0.611 IG$; $RSq = 0.960$; $F = 619.039$ with $Sig = 0.000$. 2) Integrity (IG) has the largest and significant regression coefficient. 3) Emotional Intelligence (EI) has the smallest regression coefficient which is smaller than Integrity (IG) but significant. 4) If you ignore Emotional Intelligence (EI) and Integrity (IG), the professional abilities of Indonesian Educated Workers in Denmark are very poor with a constant value of -0.142 on a scale of 5. The contribution of this research is expected to strengthen the image and success of Indonesian educated workers Abroad, in order to support Indonesia's demographic bonus.

Keywords: Professionalism, Emotional Intelligence, Integrity, Indonesian Educated Workforce.

INTRODUCTION

The Ministry of Manpower in CNBC Indonesia [1] states that the level of competitiveness of Indonesian workers is in 37th position out of 60 countries. The Ministry of Finance of the Republic of Indonesia [2], stated that the World Bank's report on The Human Capital Index 2020 Update for Indonesia in The Human Capital in the Covid19 "stated that Indonesia's HCI value in 2020 rose to 0.54. However, the ranking among ASEAN countries is still below Singapore, Vietnam,

Malaysia, Thailand and the Philippines. Human Capital is a World Bank program designed to explain how health conditions in education can support the productivity of future generations. The World Bank [3], stated that the ranking position of the Human Capital Index and its components is for Indonesia to be ranked 87th, while based on the Global Human Capital Index-WEF it is ranked 65th, this shows that the quality of Indonesia's human resources is still ranked 6th among countries in the ASEAN region. To be able to compete in the face of the ASEAN Economic Community (AEC), Indonesia needs to improve the quality of human resources by increasing the professionalism of human resources. The Deputy Governor of Bank Indonesia (BI), Sugeng [4], stated that the quality of human resources needed is human resources professional human resources, namely those who have technical capabilities, master governance principles, and business practices in the banking industry and institutions and others, namely areas that contain risks that require high operational capabilities. So that it is emphasized the need to build synergies between Business Entities and the Ministry of Manpower and several related agencies in order to increase the standardization of work competencies to face the ASEAN Economic Community (AEC). Center for Psychological Innovation, University of Pajajaran [5] states that research explains that emotional intelligence (EQ) contributes 2 times more important in influencing success than IQ. Mayer & Salovey, [6] suggests that emotional intelligence (EI) is an individual's capacity to process emotional information accurately and efficiently that is relevant to the recognition, construction, and regulation of emotions in oneself and others. Gunkel et al [7]; Ybarra et al., [8], suggested that the individual structures and joint effects of the EI dimensions varied across samples from Germany, India, and the US (three countries) which substantially differed in their cultural backgrounds. The results show that while the main individual EI dimensions of the various EI dimensions are the same across all three samples, the relative importance of individuals and joint effects varies substantially across samples. This shows that the IE dimension obtained from various literature and empirical studies of employment in Indonesia can be used for research on educated Indonesian workers abroad, so that in this study it raises emotional intelligence as a variable strengthening the professionalism of Indonesian educated workers abroad, in terms of in this study, the researcher applies this research to the professionalism of Indonesian workers who are educated abroad. Estiarty Inspector General of the Ministry of Manpower [9], revealed that the results of the Integrity Assessment Survey (SPI) conducted by the KPK showed that all Ministries/Institutions/Regional Governments experienced a decline compared to 2021, with the national SPI index value of 71.94, national SPI index value of 71.94. This shows the importance of integrity for Indonesian workers. So that emotional intelligence and integrity are important factors to improve the quality of professionalism of Indonesian educated workers, especially educated workers who work abroad. This also shows that research on the importance of strengthening emotional intelligence and integrity to increase the professionalism of Indonesian Education Personnel (TKTI) abroad is very important which will contribute to improving the image and success of Indonesian Education Personnel Abroad.

LITERATURE REVIEW

Professionalism

Gary Dessler [10], argues that professionalism is the creativity of employees to generate potential company profits by serving customers effectively. Employees must understand how the company operates, including strategic planning, marketing, production, and finance. They must be able to participate in the management team in order to formulate a plan for how the company responds to pressures in competition. Currently, you must be able to understand the

meaning of return on investment, payback period, cost per unit of service which is the business language that has been commonly discussed. Hall Bradley W [11] suggests that professionalism is being able to clearly define outputs both related to customers and to shareholders, building a system, building a system to deliver the expected results and using a matrix to understand the contribution of each system. Manage the system with discipline, taking into account its relation to financial performance, and the effectiveness of human capital management related to customers, shareholders, effectiveness of manufacturing management. The United Nations [12], argues that professional competence is the core value of an institution which is the ability to work calmly, competently and with commitment which is a very important factor for all staff members, and all staff members are required to demonstrate that value, Melo [13] argues that employee professionalism is reflected in creativity in sparking clear ideas in carrying out their duties in order to improve their performance to support the success of the institution's business. Gapuri Ramadhan [14], argues that professionalism is a systematic work to meet the needs of community members. A profession must be carried out by people who have professional abilities in accordance with the norms of professionalism, namely having technical abilities, caring and having a commitment to quality work results, dedicated to the interests of customers, and sincere to help others who need them in completing their duties and work. The characteristics of professionalism are (1) always pursuing perfect results, (2) having a formidable fighting spirit which is reflected in perseverance, fortitude, not being easily satisfied, never giving up, and always improving quality, (3) having a thoroughness followed with a high commitment to producing quality work (4) having integrity to always maintain high work effectiveness. While the characteristics of a professional are as follows: (1) proud of his work and shows personal commitment to the quality of his work, (2) trying to know and master the scope and workflow; (3) capable, agile, skilled, creative and always taking the initiative to improve the quality of work; (4) able to analyze situations, draw conclusions on basic principles and procedures for the smooth implementation of their duties; (5) trusted and tested in their field of work. Ni Kadek Nandya Puspitayani I Wayan Suartana [15], argues that profession is a job that can fulfill certain requirements in carrying it out, while professionalism is an attribute possessed by an individual regardless of whether his work is a profession or not. Kalbers and Fogarty [16]. Mintz and McWassier, et al. [17] argue that professionalism is an attribute based on behavior, purpose or quality as a sign of a characteristic or profession of a professional. Hardjana [18] argues that professional is a term for someone who carries out his profession in accordance with his expertise. Sharifah Hayaati Syed Ismail al-Quds, Asmak Ab. Rahma, Mohd Izani bin Mohd Zain [19], suggests that 5 main characteristics are professional; (1) competent and well-informed (2) practicing life-long learning (continuous learning) (3) anticipatory, creative and innovative (4) trustworthy and with integrity. (5) able to analyse and conclude on the basic principles and professional work procedures for further development. Soehari [20] professionalism is as follows: (1) Having creativity and innovation, generating company profits, serving customers effectively, understanding company operations including strategic planning to respond to competitive pressures, being able to capture the meaning of return on investment, payback period, cost per unit of service is a common business language discussed. (2) Able to clearly define the output to be communicated with stakeholders and understand the contribution of each system component. (3) Manage the system with discipline, pay attention to the system and its relation to financial performance, effectiveness of human resource management, matters related to customers, shareholders, and effectiveness of manufacturing management. (4) Work systematically, have technical skills, produce quality work, always maintain work results with high effectiveness, be able to analyse situations, draw conclusions

about basic principles and procedures, be trustworthy and have integrity in carrying out their duties.

Emotional Intelligence

Keri A. Pekaar, Dimitri van der Linden, Arnold B. Bakker & Marise Ph. Born [21], argues that the relationship between emotional intelligence (EI) and professionalism (job performance) focuses on the interaction between the dimensions of EI in oneself and others. Sensitivity to assess other people's emotions will be effective if one's own emotions can be controlled properly. Katz and Kahn [22], argued that the dimensions and measures of job performance which are important elements in the professionalism of a workforce are the classifications of 'insiderole' and 'extra role' for the workforce. They see performance in roles as well-defined (task-oriented) roles and activities typically seen in a formal job description, and performance in auxiliary roles as roles and activities that are not specifically defined or required in tasks specifically related to a worker's job.

While various measures of EI have been proposed in the literature (such as Pérez et al. [23], this research focuses on the Wong and Law Emotional Intelligence Scale (WLEIS). Based on the definition and conceptualization of IE put forward by Mayer and Salovey [24], Wong and Law [25] developed a short measure of IE specifically for research in organizational contexts. According to Wong and Law explain that EI consists of four dimensions, namely: Self-emotional appraisal (SEA), others' emotional appraisal (OEA), regulation of emotion (ROE), and use of emotion (UOE). SEA refers to an individual's ability to understand and express their emotions. OEA refers to the ability of individuals to understand their own emotions and understand the emotions of individuals around them. ROE refers to an individual's ability to regulate their emotions, to facilitate their quick and successful recovery after psychological distress. Emotional use (UOE) refers to an individual's ability to harness and direct their emotions toward constructive activity and personal performance. In this study the focus is on the role of emotional intelligence in the professionalism of an educated workforce.

Konrad and Gabrijelcic in Iffah Budiningsih, Soehari T.D, Casriyanti [26] identify three adaptive skills, which are part of emotional intelligence: (1) The ability to evaluate and express one's own emotions and those of others (verbal and non-verbal), (2) The ability to control one's own and others' emotions, and, (3) The ability to use emotions to solve problems and make decisions (eg, flexible planning, creative thinking, and non-directive attention and motivation). Fabio Di Ammaria and Bar-On Reuven [27] argue that emotional intelligence is an important valuable variable for intervention research in career decision making and one's development because the EI factor can be increased (Bar-On, [28]; Bar-On et al., [29]; In Fabio & Kenny, [30]; Mayer et al., [31]), to improve human performance, while personality traits and cognitive intelligence are considered less malleable. As such, psychologists have been encouraged to develop a variety of intervention programs designed to promote the growth, emotional and social maturity and competence as well as academic success and career development of the person who is the object of the intervention program.

Daniel Goleman in Bahyudi and Soehari [32] explains that emotional intelligence is a person's ability to motivate oneself so that: (1) Able to deal with pressure so as not to cause frustration; (2) Being able to control the will from within his heart so as not to exaggerate self-indulgence which will have a negative impact; (3) Being able to control moods and keep them under stress so that

they don't interfere with their ability to think to come up with the best solution; (4) Appreciate and care for others; (5) Being able to influence the process of psychological adjustment, by knowing oneself and others; (6) Being able to express oneself and establish harmonious relationships with others; (7) Able to cope with daily demands, challenges and pressures. Thus, emotional intelligence is a person's skill in understanding his own emotions and the emotions of others to produce something that is in accordance with the wishes of himself and others. Budiningsih, Soehari, and Marlison [33] suggest that emotional intelligence (EI) is related to soft skills, while hard skills are related to intelligence intelligence (IQ). Furthermore Budiningsih, Soehari, and Marlison argue that soft skills have something to do with a person's characteristics to be able to interact, socialize, and collaborate with other people/parties. Bahyudi and Soehari [34] explains that emotional intelligence is an ability that influences the process of psychological adjustment, by knowing oneself and others in order to be able to express oneself and establish harmonious relationships with others, so that individuals are able to cope with daily demands, challenges and pressures. Based on various definitions of emotional intelligence and the opinions of experts, it can be concluded that emotional intelligence is a person's skill to understand the emotions experienced by himself and also in others, control and manage emotions, and utilize emotions appropriately so that they can use them to get the desired results from themselves. themselves and others by optimally.

Integrity

In general, it is widely known that the integrity of a professional is someone who is smart, honest, tough, reliable, responsible, has self-control, and is loyal. Absolute integrity for a professional to be able to perform tasks effectively and efficiently needs to be supported by competence, insight, the ability to make quick and correct decisions, uphold ethics and morals so that the success achieved is not solely for oneself and the organization but in an integrated manner. success for stakeholders. Karssing [35], put forward that integrity means a professional that carries out his duties adequately, with care and responsibility, taking into account all relevant interests". Integrity is a commitment to do something right and ethically by upholding the values and norms that apply in the business environment without coercion to achieve excellent performance. Integrity issues can also be considered related to credibility and trust. Professionals who have high integrity are considered to have credibility and can be trusted, namely having: strong analytical skills to conclude right from wrong, taking a strong stand for what they believe, keeping information confidential, encouraging to remain ethical when discussing business and work issues, and being committed to follow up on what has been agreed upon. Integrity is seen as the quality of acting according to or in harmony with relevant moral values, norms and rules, with a choice of the right line of reasoning Huberts, [36], Huberts (37) views the importance of integrity instruments as follows: (1) Put integrity on the agenda. Government integrity means paying attention to moral values and norms of policy making and implementation of policies; (2) Leadership role. Integrity concerns for all members of the organization or system, this makes the involvement of leadership at all levels important for the success of the policy. This involvement is part of the need to place integrity at the top of the agenda. However, leadership is not a panacea. The extent to which different types of ethical leadership can influence awareness and behaviour varies, it is necessary to anticipate to counteract negative effects on integrity. (3) A central integrity actor helps. Research on institutions and systems shows that it is important to have certain institutions or actors that have integrity and anti-corruption as their main duties and responsibilities. Having such an actor opens a window of opportunity and lends credibility to the topic of integrity; (4) Balancing

strategy and not excluding anyone. Strategy implementation should be adherence or values based, focus on what went wrong (misconduct) or on moral awareness (values), there is only one credible answer: doing both or balancing strategies is most effective and both strategies are relevant for awareness and limiting wrong behaviour. And this should concern all kinds of officials (political, bureaucratic) at all levels (from the elite to the street level); (5) Reflect on effectiveness. Existing institutions tend to be content with their roles, whereas advocates of the importance of integrity and anti-corruption sometimes appear to advocate the need for "the more, the better", which can seriously undermine the credibility of integrity initiatives on both sides. Therefore, more and more objective reflection and research on what worked and did not work is essential, not only in terms of institutions but also instruments and systems. Such studies should be able to address possible positive and negative side effects, as Anechiarico and Jacobs [38] did with assurance of effectiveness related to integrity. Huges, Ginnett, Curphy [39], suggests that integrity has two important things, namely expertise and trust. A person will lose trust which is an important element of integrity, because he is considered: (1) Unable to provide solutions to problems that arise in completing his duties; (2) Immoral; (3) Not keeping his promise; (4) Betrayal; (5) Does not have a commitment to fight for the interests of their organizations. United Nations of Human Resources Management [40] argues that integrity is a core value that must be implemented by all staff regardless of the nature of their role in order to: work honestly, openly, objectively in implementing the values espoused by the institution for all staff. Positive indicators that must be implemented: (1) Upholding the principles of an institution's guiding charter consistently; (2) Applying institutional values such as: objective neutrality, fairness, honesty and upholding the truth in carrying out daily tasks; (3) Carrying out tasks selflessly, namely prioritizing the completion of tasks above personal gain; (4) Make decisions objectively and rationally and reject undue political pressure; (5) Do not abuse power or authority; (6) Taking sides with the interests of the organization in making every decision even though it has to make unpopular decisions; (7) Act quickly when unprofessional or unethical behaviour occurs. Negative indicators that need attention are: (1) Interpreting principles and ethics carelessly without proper consideration; (2) seeking personal gain; (3) Too easy to compromise when faced with pressure; (4) Be subjective towards certain issues related to individual and group problems; (5) Untrustworthy and unreliable; (6) Potential to commit dishonest acts. Budiningsih, I & Soehari T.D [41]. Proposes that Professional with integrity can face problems, build trust, and integrate the interests of all stakeholders by upholding morals and ethics. The aspects of integrity that a leader must have; (1) Have credibility, namely strong analytical skills to determine right and wrong, be persistent, maintain the confidentiality of information, encourage ethical behaviour when discussing business and work issues, and be committed to following up on what has been agreed upon; (2) Reliable, that mean able to provide solutions and committed to pursuing the interests of team members and the organization; (3) Demonstrate honesty to prevent ambiguity and doubt and carry out duties according to organizational values; (4) Take responsibility for everything the leader has done, show sportsmanship, and focus on everything that can be done for improvement; (5) Be objective and rational, prevent inappropriate political tensions and abuse of power; (6) Act quickly to address issues that are unprofessional or unethical, prioritizing the interests of the organization in every decision making even if the leadership has to make unpopular decisions; (7) Growing professionalism by analyses and completing tasks as a whole and assessing the possible advantages and disadvantages in each problem; (8) Understanding the intentions of stakeholders and adjusting their tasks and needs, developing the organization according to the required competencies, continuously increasing knowledge, experience and skills for better

task execution; (9) Embrace the future through careful observation of the dynamics of the business environment, business operations, technology, foresight, concept flexibility, strategic alignment and strategic thinking to achieve strategic goals; (10) Preventing corruption through increased leadership capacity in an integrated manner which includes aspects of organizational culture, internal control, competence, and leadership as instruments of corruption prevention.

RESEARCH METHOD

The research method used is a quantitative explanatory empirical study using Excel software and IBM-25 SPSS. for an introductory format and further analysis. The population is the Community of Indonesian Educated Workers with a minimum Bachelor's degree in Denmark who are members of the Indonesia Professional Association in Denmark. The target/affordable population is 54 respondents, a sample of 54 respondents. Dissemination and collection of data through google form.

RESEARCH RESULTS

Overview of Respondents

The research was conducted using a questionnaire via Google form to the Indonesia Professionals' Association in Denmark, collecting 54 respondents. As stated in the proposal, this research is concerned with strengthening the professionalism of Indonesian Educated Workers in Denmark with a minimum Bachelor's degree so that they are expected to have sufficient experience and knowledge regarding the professionalism of Indonesian Educated Workers Overseas. Of the respondents as many as 54 people. The characteristics of the 54 respondents, which shows that: (1) Male gender 65% female 35%; (2) Age is dominated by ages 31 to 50 years, namely as much as 87%, only 7% are aged under 30 years and above 51 years are as many as 6%; (3) Education is dominated by 50% master's degree and 11% doctoral degree, while 19% bachelor's degree; (4) The positions are dominated by managers (30%) and senior

Instrument Test Results

Validity test is carried out in order to test the extent to which the measuring device can measure the feasibility of the instrument.

Table 2: Test of Reliability and Validity of Professionalism (PF)

Reliability Statistics	
Cronbach's Alpha	N of Items
0.985	10

PROFESSIONALISM INSTRUMENT TEST (PF)					
	Compute Validity	Standard Validity	Compute Reliability	Compute Reliability	Predicate
PF1	0.971	0.300	0.982	0.600	OK
PF2	0.956	0.300	0.982	0.600	OK
PF3	0.963	0.300	0.982	0.600	OK
PF4	0.956	0.300	0.983	0.600	OK
PF5	0.893	0.300	0.984	0.600	OK
PF6	0.916	0.300	0.984	0.600	OK
PF7	0.960	0.300	0.982	0.600	OK
PF8	0.845	0.300	0.985	0.600	OK

PF9	0.965	0.300	0.982	0.600	OK
PF10	0.860	0.300	0.985	0.600	OK

Source: Processed Research Data (2023)

The instrument will be declared valid if it can measure what should be measured correctly. Data is stated to be usable or valid if it obtains a calculated r value that is greater than the r table value. Test validity and reliability. Performed on 30 respondents, declared valid if the value of r (validity) calculated above 0.3 while for reliability calculated above 0.6. Professionalism (PF), see Table 2, all statements of 10 statements obtain a numerical validity greater than the validity of table 0.3 and arithmetic reliability is greater than the reliability of table 0.6, so the entire Professionalism instrument of 10 statements is eligible to be included in further analysis. Emotional Intelligence (EI), see Table 3, all statements of 10 statements obtain a numerical validity greater than the validity of table 0.3 and arithmetic reliability greater than the reliability of table 0.6, so all 10 statements of Emotional Intelligence instruments are eligible to be included in further analysis.

Table 3: Test of Reliability and Validity of Emotional Intelligence (EI)

Reliability Statistics	
Cronbach's Alpha	N of Items
0.980	10

EMOTIONAL INSTRUMENT TEST (EI)					
	Compute Validity	Standard Validity	Compute Reliability	Standard Reliability	Predicate
KE1	0.946	0.300	0.977	0.600	Ok
KE2	0.940	0.300	0.977	0.600	Ok
KE3	0.939	0.300	0.977	0.600	Ok
KE4	0.847	0.300	0.980	0.600	Ok
KE5	0.908	0.300	0.978	0.600	Ok
KE6	0.839	0.300	0.981	0.600	Ok
KE7	0.941	0.300	0.977	0.600	Ok
KE8	0.895	0.300	0.978	0.600	Ok
KE9	0.935	0.300	0.977	0.600	Ok
KE10	0.922	0.300	0.978	0.600	Ok

Source: Processed Research Data (2023)

Integrity (IG), see Table 4, all statements of 10 statements obtain a numerical validity greater than the validity of table 0.3 and arithmetic reliability is greater than the reliability of table 0.6, so all Professionalism instruments of 10 statements are eligible to be included in further analysis.

Table 4: Integrity Reliability and Validity Test (IG)

Reliability Statistics	
Cronbach's Alpha	N of Items
0.987	10

INSTRUMENT INTEGRITY TEST (IG)					
	ComputeValidity	StandardValidity	Compute Reliability	Standard Reliability	Predicate
IG1	0.963	0.300	0.985	0.600	OK
IG2	0.979	0.300	0.984	0.600	OK
IG3	0.967	0.300	0.985	0.600	OK
IG4	0.966	0.300	0.985	0.600	OK
IG5	0.885	0.300	0.987	0.600	OK
IG6	0.960	0.300	0.985	0.600	OK
IG7	0.956	0.300	0.985	0.600	OK
IG8	0.829	0.300	0.989	0.600	OK
IG9	0.942	0.300	0.985	0.600	OK
IG10	0.915	0.300	0.986	0.600	OK

Source: Processed Research Data (2023)

Classical Assumption Test Results

The classical assumption test is carried out in order to ensure that the regression equation resulting from the analysis using SPSS results is correct, unbiased and consistent. The data to be used for regression analysis is first carried out by the classic assumption test, namely the normality test, autocorrelation test, multicollinearity test.

Normality and Heteroscedasticity Test:

The normality test is carried out in order to test whether the research data is normally distributed or not. The normality test was carried out on all variables with a total data of 54 respondents, see Table 5

Table 5: Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		54
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	0.24606976
Most Extreme Differences	Absolute	0.105
	Positive	0.105
	Negative	-0.071
Test Statistic		0.105
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Heteroscedasticity test, see Table 6 and Table 7

Table 6: Heteroscedasticity of Simultaneity Test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.005	2	0.003	0.101	.904 ^b
	Residual	1.355	51	0.027		
	Total	1.361	53			

a. Dependent Variable: RES2

b. Predictors: (Constant), Integrity, Emotional IntelligenceSource: Processed Research Data (2023)

Based on the F Sig value = 0.904, they pass the heteroscedasticity test, so the data can be analysed further, see Table 6. Individual Heteroscedasticity Test Emotional Intelligence (EI) value Sig = 0.766 > 0.05 and for Integritythe value Sig = 0.693 > 0.05, they all pass the individual heteroscedasticity test, so the data can be analysed further, see Table 7.

Table 7: Advanced Heteroscedasticity Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.198	0.082		2.416	0.019
	Emotional Intelligence	0.018	0.060	0.120	0.299	0.766
	Integrity	-0.020	0.051	-0.160	-0.398	0.693

a. Dependent Variable: RES2

Source: Processed Research Data (2023)

Autocorrelation:

The autocorrelation test is intended to test whether the error of a data in a certain period is correlated with other periods. The testing method uses Durbin-Weston (DW). In this study, it obtained a Durbin-Weston value = 1.524, which is a value above 1 and below a value of 3, so in this study there was no autocorrelation.

Multicollinearity:

The multicollinearity test is intended to test whether the multiple linear regression model in this study includes a correlation between the dependent variables. Multicollinearity testing in this study was carried out by looking at the tolerance rate and variance inflation factor (VIF). In this study, the VIF value for Emotional Intelligence (EI) = 8,250; Integrity (IG) VIF value = 8.250. This shows that none of the independent variables obtain VIF values above 0 and below 10, so it can be concluded that there is no multicollinearity.

MULTIPLE REGRESSION ANALYSIS

Regression Equations and Individual Tests

Multiple linear regression analysis to measure the influence of the independent variables Emotional Intelligence (EI) and Continuous Integrity (IG) on the dependent variable Professionalism (PF), see Table 8.

Regression Result: $PF = -0,142 + 0,426 KE + 0,611 IG$

Table 8: Regression Coefficient

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	-0.142	0.126		-1.12
	Emotional Intelligence	0.426	0.092	0.370	4.62
	Integrity	0.611	0.078	0.624	7.80
a. Dependent Variable: Professionalism					

Source: Processed Research Data (2023)

In Table 8 which is the result of the regression it can be explained as follows:

1. Constant value -0.142 Significance level (Sig) = 0.265 > 0.05. This shows that there is no significant effect of constants on professionalism. If an Indonesian educated worker abroad (Denmark) does not have Emotional Intelligence and Integrity, the level of Professionalism value = -0.142 which means very bad, then all Indonesian Educated Workers Overseas (Denmark) must have Emotional Intelligence and Integrity Good.
2. The coefficient value of the Emotional Intelligence factor = 0.426, the level of Significance (Sig) = 0.000 < 0.05. This shows that there is a significant effect of Emotional Intelligence on Professionalism. The coefficient value of the Emotional Intelligence factor on Professionalism = 0.426, which means that the sensitivity of the effect of Emotional Intelligence on Professionalism is 0.426. The implication for the coefficient of this factor is that if there is an increase in the quality of Emotional Intelligence by one unit, the quality of Professionalism will increase by 0.426 units.

Determination Test

The determination test, saw Table 9

Table 9: Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.980 ^a	0.960	0.959	0.25085
a. Predictors: (Constant), Integrity, Emotional Intelligence				
b. Dependent Variable: Professionalism				

Source: Processed Research Data (2023)

The determinant test intends to determine the proportion or percentage of the total variation in the dependent variable that can be explained by the independent variable. In this study, the value of R Square = 0.960 means that the proportion of independent variables Emotional Intelligence and Integrity (IG) can explain the dependent variable Professionalism (PF) of 96%. The percentage of Emotional Intelligence and Integrity (IG) can very strongly explain the dependent variable, namely Professionalism (PF), see Table 9.

F Test or Simultaneity Test

Table 10: Simultaneity Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	77.906	2	38.953	619,039	.000 ^b
	Residual	3.209	51	0.063		
	Total	81.115	53			
a. Dependent Variable						
b. Predictors: (Constant), Integrity, Emotional Intelligence						

Source: Processed Research Data (2023)

The F test intends to determine the effect of the independent variable Emotional Intelligence (EI) together (simultaneously) with Integrity (IG) and the constants in the equation have a significant or not significant effect on the dependent variable, namely Professionalism (PF). The results of the analysis see Table 10 above, the value of $F = 619,039$ with $Sig = 0.000 < 0.05$, this indicates that all independent variables, namely Emotional Intelligence (EI) and Integrity (IG) and constants simultaneously have a significant effect on the dependent variable Professionalism.

DISCUSSION

In order to strengthen the image and success of Indonesian educated workers, both those who will work abroad and those who are already working abroad, it is necessary to pay attention to the professional capabilities of Indonesian educated workers in accordance with the demands of the professional role of foreign workers in a country where they work. This study focuses on strengthening Professionalism (the dependent variable PF) through the independent variables Emotional Intelligence (EI) and Integrity (IG) with the following results:

1. The constant value obtained from the regression analysis = -0.142, the Sig value = 0.265 > 0.05, so the constant has no significant effect on professionalism. This shows that if an educated Indonesian worker does not have Emotional Intelligence and Integrity, the professionalism of an educated Indonesian worker is negative with a value of -0.142 which means very unprofessional.
2. Emotional intelligence is an independent variable that has a significant effect and has a regression coefficient of 0.426 with a value of Sig = 0.000 < 0.05. This can also be interpreted that Emotional Intelligence has a sensitivity of 0.426.
3. Integrity is an independent variable that has a significant effect and has a factor coefficient = 611 with a Sig = 0.000 < 0.05. The influence of Integrity on Professionalism is higher than Emotional Intelligence, this shows the role of Integrity to increase the Professionalism of Indonesian educated workers in Denmark has a greater influence than Emotional Intelligence.
4. Test of determination and show that $RSq = 0.960$ the role of Emotional Intelligence and Integrity in the context of strengthening the Professionalism of Indonesian educated workers in Denmark is very dominant, only 4% can be explained by other factors.
5. The simultaneity test shows that F count = 619,039 with Sig = 0.000 < 0.05 which means Emotional Intelligence and Integrity simultaneously or together have a significant effect on Professionalism so that the policy of strengthening Professionalism focuses on Emotional Intelligence and Integrity.

CONCLUSION AND SUGGESTION

Conclusion

1. Emotional intelligence plays a strategic role in efforts to strengthen the professionalism of Indonesian Educated Workers in Denmark.
2. Integrity plays a very strategic role in efforts to strengthen the professionalism of Indonesian Educated Workers in Denmark.
3. Emotional Intelligence and Integrity simultaneously have a very strong influence on Professionalism, so professionalism can be strengthened through these two factors.

Suggestion

The target of increasing professionalism includes:

1. Creative, innovative, and complete the work according to the provisions
2. Understand strategic planning, strategic operational and other strategies for success in carrying out tasks.
3. Be able to formulate a mission statement to respond to pressure/threats in carrying out tasks.
4. Upholding integrity and maintaining trust with full responsibility in carrying out duties.
5. Able to build a system that encapsulates the interrelation and contribution of each component in the organization.
6. Able to build a system for monitoring, operational evaluation, and the contribution of each organizational component.
7. Able to manage the system with discipline and care for the performance of the Institution.
8. Able to carry out duties and obligations in a calm manner, not causing turmoil, safe, peaceful, and the mission objectives are achieved.
9. Have a high commitment to uphold the core values of an institution
10. I am able to express ideas clearly to improve performance and support the success of tasks

The need to strengthen Emotional Intelligence includes:

1. Be able to recognize yourself and others so you can express yourself and establish harmonious relationships with anyone.
2. Motivate yourself to be tough and never give up in the face of obstacles, setbacks, and failures.
3. Able to understand, recognize, feel, manage, and lead feelings of oneself and others and apply them in personal and social life.
4. Have social skills, namely dealing with other people's emotions effectively.
5. Understand and have empathy for what other people think and feel.
6. Mastering how to persuade and motivate others appropriately.
7. Able to recognize yourself and others in order to be able to express yourself and establish harmonious relationships with others.
8. Skilled to cooperate with anyone.
9. Able to interact, socialize, and collaborate with other people/parties.
10. Able to communicate well verbally or in writing.

The need for strengthening integrity includes:

1. Uphold and comply with all the principles and work ethics set by the Institute.
2. Carry out the rules for the implementation of the principles & work ethics that have been set by the Institute.
3. Smart, tough and firm in implementing the principles & work ethics of the Institute
4. Have integrity and be trusted in carrying out tasks.
5. Aligning personal interests with organizational interests as a principle in carrying out duties.
6. Continue to objectively seek the best solution in making decisions even under pressure
7. Manage conflicts objectively both conflicts with superiors, subordinates and equal partners so that the best solution is obtained for all parties.
8. Not abusing power, authority, and clearly written ethics, but often not understood & obeyed by leaders and members at all levels
9. When my subordinates are unprofessional/unprofessional in handling their work, then as their superior, I will find the best solution to complete the job.
10. Be brave to take the risk of being unpopular in the short term, but I believe it will provide good benefits to anyone in the future.

References

1. The Ministry of Manpower in CNBC Indonesia (2021): <https://www.cnbcindonesia.com/news/20211231162816-8-303611/miris-daya-saing-tenaga-kerja-ri-urutan-ke-37-dari-60-negara>.
2. The Ministry of Finance of the Republic of Indonesia (2020): <http://www.kemenkeu.go.id>.
3. World Bank (2020) website: worldbank.org.
4. Sugeng. Deputy Governor of Bank Indonesia (2017), interview at Bank Indonesia, regarding the program to.
5. Psychological Innovation Centre, University of Pajajaran (2020): <https://pip.unpad.ac.id/postdetail/Ternyata-Kecerdasan-Emosional-Memegang-Peran-Penting-dalam-Kesuksesan-Seseorang>
6. Mayer, J. D., & Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and Preventive Psychology*, 4(3), 197–208. [https://doi.org/10.1016/S0962-1849\(05\)80058-7](https://doi.org/10.1016/S0962-1849(05)80058-7) [Crossref], [Web of Science ®], [Google Scholar]
7. Gunkel, M., Schlaegel, C., & Taras, V. (2016). Cultural values, emotional intelligence, and conflict handling styles: A global study. *Journal of World Business*, 51(4), 568–585. <https://doi.org/10.1016/j.jwb.2016.02.001> [Crossref], [Web of Science ®], [Google Scholar]
8. Ybarra, O., Kross, E., & Sanchez-Burks, J. (2014). The “big idea” that is yet to be: Toward a more motivated, contextual, and dynamic model of emotional intelligence. *Academy of Management Perspectives*, 28(2), 93–107. <https://doi.org/10.5465/amp.2012.0106> [Crossref], [Web of Science ®], [Google Scholar]
9. Estiarty Inspector General of the Ministry of Manpower (2023): <https://www.msn.com/id-id/berita/other/inspektur-jenderal-kemenaker-skor-integritas-kemenaker-berada-di-atas-rata-rata/ar-AA1cPvUE>
10. Dessler Gary (2005). *Human Resource Management*. International Edition. Pearson Preactice Hall. Pearsaon Education International. New Jersey. USA.
11. Hall Bradley W (2008). *The New Human Capital Strategy*. AMACOM. New York. USA.

12. The United Nations (2010). *UN Competency Development a Practical Guide*. Office of Human Resources Management of United Nations. www.un.org/staffdevelopment.
13. Mello A, Jeffrey. *Strategic Management of Human Resources*. International Edition. South-Western Cengage Learning. Canada. 2011.
14. Gapuri Ramadhan Analysis. (2018). The Relationship of Employee Professionalism to Employee Performance at the Population and Civil Registration Office of Banjarmasin City. *Journal of Public Administration* Vol. 1 No. August 15, 2018.
15. Ni Kadek Nandya Puspitayani I Wayan Suartana (2018). The Influence of Professionalism and Personality Aspects on the Effectiveness Analysis of Credit Provisions at Bank Negara Indonesia Denpasar. *Udayana University Accounting E-Journal* Vol.24.2. August (2018).
16. Kalbers, L. P., & Fogarty, T. J. (1995). Professionalism and Its Consequences: A Study of Internal Auditors. *Auditing: A Journal of Practice & Theory*, 14(1), 64–86
17. Mintz and Mwsier in Ni Kadek Nandya Puspitayani I Wayan Suartana (2018). The Influence of Professionalism and Personality Aspects on the Effectiveness Analysis of Credit Provisions at Bank Negara Indonesia Denpasar. *Udayana University Accounting E-Journal* Vol.24.2. August(2018).
18. Hardiana in Ni Kadek Nandya Puspitayani I Wayan Suartana (2018). The Influence of Professionalism and Personality Aspects on the Effectiveness Analysis of Credit Provisions at Bank Negara Indonesia Denpasar. *Udayana University. Accounting E-Journal* Vol.24.2. August (2018).
19. Sharifah Hayaati Syed Ismail al-Quds, Asmak Ab. Rahma, Mohd Izani bin Mohd Zain (2009). Strengthening Values and Professionalism Among Lay Officials Towards Government Effectiveness in Malaysia. *Shariah Journal*, Vol. 17, No. 3 (2009) 559-592. University of Malaysia.
20. Soehari T.D, Budiningsih I, Tarmizi Akhmad, Anggiani Sarfilianty (2023), The Important Functions of Intellectual Capital for Improving the Professionalism Bank Indonesia Employees, *Advances in Social Sciences Research Journal* – Vol. 9, No. 11 Publication Date: November 25, 2022. UK
21. Keri A. Pekaar, Dimitri van der Linden, Arnold B. Bakker & Marise Ph. Born (2017). Emotional intelligence and job performance: The role of enactment and focus on others' emotions. *Journal Homepage. Human Performance*. Vol. 30. 2017. Issue 2-3. Taylor & Francis. Online.
22. Katz, D., & Kahn, R. L. (1966). *The social psychology of organizations*. Wiley. [Google Scholar]
23. Pérez, J. C., Petrides, K. V., & Furnham, A. (2005). Measuring trait emotional intelligence. In R. Schulze & R. D. Roberts (Eds.), *International Handbook of Emotional Intelligence*. Hogrefe & Huber. [Google Scholar]
24. Mayer, J. D., & Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and Preventive Psychology*, 4(3), 197–208. [https://doi.org/10.1016/S0962-1849\(05\)80058-7](https://doi.org/10.1016/S0962-1849(05)80058-7) [Crossref], [Web of Science ®], [Google Scholar]
25. Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243–274. [https://doi.org/10.1016/S1048-9843\(02\)00099-1](https://doi.org/10.1016/S1048-9843(02)00099-1) [Crossref], [Web of Science ®], [Google Scholar]
26. Konrad, S.C & Gabrijelčič, M. K. (2014). Importance of Emotional Intelligence in Teacher Professional Development. *Didactica Slovenica*, 29 (2), 3 – 17. https://www.academia.edu/22020059/The_importance_of_teachers_emotional_intelligence_in_a_teachers_professional_development
27. Fabio Di Ammaria and Bar-On Reuven (2013). The application of emotional intelligence in reduction of risk

- factors: New Perspective in Career Counselling and development. See discussion, stats, and author for the publication: <http://www.researchgate.net/publication/305681349>
28. Bar-On, R. (1997a). *The Emotional Intelligence Inventory (EQ-i): Technical manual*. Toronto Canada: Multi-Heath Sytem.
 29. Bar-On, R. Maree, J.G.&Elias, M.J. (Eds). (2007). *Educating people to be emotionally intelligent*: Westport, CT: Paeger.
 30. Di Fobia A., Kenny, ME. (2011). Promoting emotional intelligence and career decision making among Italian high school Student. *Journal of Career Assessment*.
 31. Mayer.J.D. & Salovey.P. (1997). What is emotional intelligence? In P Salovy & D. Sluyter (Eds). *Emotional development and emotional intelligence: Implication for educators* (PP3-31). New York: basic Books
 32. Daniel Goleman in Bahyudi and Soehari (2020). The Impact of Leadership and Culture of Organizationto Emotional Intelligence by Training of PT. XYZ. *Akademika – Vol 9, No 1* (2020).
 33. Budiningsih, Soehari, and Marlison (2020). Hard Skill vs Soft Skill in Achieving Employee Performancein The Jakarta Mass Rapid Transit (MRT0 Infrastructure Project. *Akademika – Vol 9, No 2* Publication Date: November 25, 2022.
 34. Bahyudi and Soehari (2020). The Impact of Leadership and Culture of Organization to EmotionalIntelligence by Training of PT. XYZ. *Akademika – Vol 9, No 1* (2020).
 35. Karssing, E. D. (2007). *Morele competentie in organisaties [Moral competence in organizations]*. Assen,the Netherlands: Van Gorcum. (Original work published 2001)
 36. Huberts, L. W. J. C. (1998). What can be done against public corruption and fraud. Expert views onstrategies to protect public integrity. *Crime, Law and Social Change*, 29(2-3), 209-224.
 37. Huberts, L. W. J. C. (2014). *The integrity of governance. What it is, what we know, what is done, andwhere to go*. Basingstoke, England: Palgrave Macmillan.
 38. Anechiarico, F., & Jacobs, J. B. (1996). *The pursuit of absolute integrity. How corruption controlmakes government ineffective*. Chicago, IL: University of Chicago Press.
 39. Huges L. Richard, Ginnett C Robert, Curphy J. Gordon (2012). *Leadership: Enhancing the Lessons of Experience* Mc Graw-Hill 1221 Avenue of the Americas, NY, 1002
 40. United Nations (2010). *UN Competency Development a Practical Guide*. Office of Human Resources Management of United Nations. www.un.org/staffdevelopment.
 41. Budiningsih, I and Soehari T.D (2021). Strengthening Innovative Leadership in the Turbulent Environment. *IntechOpen*. DOI: <http://dx.doi.org/10.5772/intechopen.100459>