Global Scientific and Academic Research Journal of Economics, Business and Management
ISSN: 2583-5645 (Online)
Frequency: Monthly
Published By GSAR Publishers
Journal Homepage Link- https://gsarpublishers.com/journals-gsarjebm-home/

THE EFFECT OF INTELLECTUAL INTELLIGENCE AND EMOTIONAL INTELLIGENCE ON INNOVATIVE WORK BEHAVIOR THROUGH WORK STRESS ON STATE JUNIOR HIGH SCHOOL TEACHERS IN JATINEGARA DISTRICT, JAKARTA

By

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Article History

Received: 11/06/2025
Accepted: 20/06/2025
Published: 23/06/2025

Vol –4 Issue – 6

PP: -64-72

Abstract

This study aims to determine the influence and analysis of intellectual intelligence and emotional intelligence on innovative work behavior through mediation of work stress among teachers at the State Junior High School in Jatinegara District, Jakarta. This research was conducted in October 2024-April 2025. This research uses a quantitative approach using primary data collected through online questionnaires. The sampling technique in this study used probability sampling with a saturated sampling technique taking into account that teachers have become civil servants. Overall, the data obtained were 131 teachers. The data analysis technique used in this study was Structural Equation Modelling (SEM) with Microsoft Excel, SPSS 27, and Smart PLS 3 software. The results of the direct influence of this study show that intellectual and emotional intelligence have positive and significant results on innovative work behavior, intellectual and emotional intelligence have positive and significant results on innovative work behavior, work stress has positive and significant results on innovative. Furthermore, intellectual and emotional intelligence have positive and significant results on innovative work behavior through work stress.

Keywords: *Intellectual intelligence, intellectual emotional, work stress, innovative work behavior*

INTRODUCTION

Education is the primary foundation in the development of human resources and the progress of a nation. Teachers in Indonesia are professional workers who have a strategic role in developing national education. Based on data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek).

Until 2022, Indonesia has around 3 million teachers spread across various levels of education, ranging from early childhood education (PAUD), elementary schools (SD), junior high schools (SMP), to high schools/vocational schools (SMA/SMK) (Kemendikbudristek, 2022). The law Number 14 of 2005 concerning Teachers stipulates that teachers must have a minimum academic qualification of Bachelor and four main competencies: pedagogical, personality, social and professional.

In terms of demographics, the distribution of teachers in Indonesia is still experiencing a regional gap. This is one of the factors causing the gap in the quality of education between regions. Regarding employment status, teachers in Indonesia are divided into several categories, namely Civil Servant teachers, permanent foundation teachers, contract teachers, and honorary teachers. This difference in employment status has implications for differences in teachers' welfare, workload, and work motivation.

Other factors include the gap between formal qualifications and fundamental competencies. The results of the Teacher Competency Test conducted nationally show an average value that is still below the established standard. This indicates some teachers' low mastery of learning materials and pedagogical skills in Indonesia.

One example of teacher innovation in carrying out innovation in the era of technological development is that teachers can apply technology to their learning, one example of which is using Kahoot! Web-based application for learning activities that have been studied by (Santoso & Widiyanti, 2022).

Table 1.1 shows the use of technology using Kahoot! Web-based application at SMAN 1 Gemuh has a positive impact on

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the study learning using Kahoot! Web-based application has a better average value compared to the average value that does not use non-Kahoot! Web-based application. In this case, there is a significant impact on innovative work behavior or Innovative Work Behavior.

Table 1 Comparison of student grades using the web-based application Kahoot!

Score Average non Kahoot!	Score Average Kahoot!	Description
65,67	88,67	Increase

Source: (Santoso & Widiyanti, 2022)

Based on several previous research results related to factors that influence innovative work behavior, the researcher again conducted a short survey distributed to 30 teachers at the State Junior High School in Jatinegara District, Jakarta, to determine which factors caused employee work performance not to reach maximum results.

The results of the pre-survey of teachers at the State Junior High School in Jatinegara District, Jakarta, are as follows:

Table 2 Pre-Survey Results

Innovative Work Behavior				
No	Statement	Results		Total
		Agree	Disagree	
1	I actively create new ideas in the learning process	11 (37%)	19 (63%)	30 (100%)
2	I routinely share innovative ideas with colleagues	9 (30%)	21 (70%)	
3	I implement innovative ideas in classroom learning	8 (27%)	22 (73%)	
4	I develop new learning methods continuously	6 (20%)	24 (80%)	
5	I can adopt and integrate new learning technologies	5 (17%)	25 (83%)	
Percentage		26%	74%	100%
Intellectual Intelligence				
No	Statement	Results		Total
		Agree	Disagree	
1	I can analyze problems in the learning process systematically	10 (33%)	20 (67%)	30 (100%)
2	I can understand and apply basic mathematical concepts in learning	9 (30%)	21 (70%)	
3	I can communicate effectively in the learning process in class	7 (23%)	23 (77%)	
4	I can identify and solve learning problems	11 (37%)	19 (63%)	
Percentage		31%	69%	100%
Emotional Intelligence				
No	Statement	Results		Total
		Agree	Disagree	
1	I am able to recognize my own emotions well	19 (63%)	11 (37%)	30 (100%)
2	I can manage my emotions well when dealing with students	12 (40%)	18 (60%)	
3	I have high motivation in carrying out teaching duties	11 (37%)	19 (63%)	
4	I have a good sense of empathy in understanding students' conditions	9 (30%)	21 (70%)	
5	I can establish and maintain good relationships with coworkers	11 (37%)	19 (63%)	
Percentage		41%	59%	100%
Work Stress				
No	Statement	Results		Total
		Agree	Disagree	
1	I often experience stress in carrying out teaching duties	23 (76%)	7 (23%)	30 (100%)
2	The burden of administrative tasks interferes with my work performance	26 (87%)	4 (13%)	

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3	The demands of curriculum implementation cause stress at work	24 (80%)	6 (20%)	
4	Student problems have an impact on my psychological condition	21 (70%)	9 (30%)	
5	I have difficulty managing my work time	19 (63%)	11 (37%)	
Percentage		75%	25%	100%

Source: Data processed by researchers (2025)

The results of the pre-survey showed that the level of innovation in state junior high school teachers in Jatinegara District, Jakarta, was not optimal, such as the lack of creating ideas in learning, sharing ideas with other colleagues, implementing ideas in learning, developing sustainable learning methods, and adopting new learning technologies.

The results of the pre-survey showed that the level of intellectual intelligence of junior high school teachers in Jatinegara District, Jakarta, is not optimal, such as analyzing problems in the learning process, understanding and applying learning concepts, communicating effectively in learning, and identifying and solving learning problems.

The results of the pre-survey showed that the level of emotional intelligence of junior high school teachers in Jatinegara District, Jakarta, was not optimal, such as recognizing their own emotions well, managing emotions well when dealing with students, having high motivation in carrying out teaching duties, having a good sense of empathy in understanding students' conditions, and establishing and maintaining good relationships with colleagues.

The results of the pre-survey showed that the workload level of junior high school teachers in Jatinegara District, Jakarta, had a high workload, such as experiencing pressure in carrying out teaching duties, the burden of administrative tasks disrupting work performance, demands for curriculum implementation causing stress at work, student problems impacting psychological conditions, and difficulties in managing work time.

This research needs to be conducted because it is suspected that there are problems that occur in several public junior high schools in Jatinegara District, Jakarta, in efforts to build creative ideas from teachers, there is a need for factors such as intellectual intelligence and emotional intelligence which are very important for teachers, accompanied by a workload factor that is not too much.

LITERATURE REVIEW

1. Innovative Work Behavior

Hosseini and Shirazi (2021) state that innovative work behavior is all individual actions directed at creating, introducing, and implementing new things that are useful at various levels of the organization. Innovative work behavior can play an essential role in the success of school organizations. Therefore, Innovative work behavior is defined as the creation, introduction, and application of new ideas within organizations, with a focus on organizational performance outcomes suggesting that the purpose of innovative work behavior is to benefit individuals or improve organizational performance from the deliberate creation, introduction, and application of fresh ideas by employees in their work roles (Kmieciak, 2021).

2. Intellectual Intelligence

According to Noegroho and Wulansari (2020), intellectual intelligence is the ability to reason, remember, learn, understand, solve problems, and effectively apply what they have learned. Therefore, intellectual intelligence interprets a person's cognitive abilities, including the ability to act according to goals and reason in dealing with the surrounding environment effectively (Samsilayurni et al., 2021).

3. Emotional Intelligence

Emotional intelligence is a person's ability to detect and manage emotional cues and information (Robbins et al., 2016). In line with that, emotional intelligence is a person's ability to recognize their emotions so that they know their strengths and weaknesses, a person's ability to manage these emotions, a person's ability to motivate and provide encouragement to progress themselves, a person's ability to recognize the emotions and personalities of others, a person's ability to build good relationships with others (Goleman, 2015).

4. Work Stress

Iskamto (2021) work stress is a feeling of pressure experienced by employees in handling work, and work stress can be seen from its symptoms, including unstable emotions, feelings of anxiety, difficulty sleeping, excessive smoking, not being able to relax, feeling anxious, tense, nervous, increased blood pressure, and experiencing digestive disorders. In line with that, Zhao et al., (2022) explained that work stress is a feeling of pressure that produces emotions, reasoning processes, and an employee's physical condition in handling work.

THEORETICAL FRAMEWORK

1. Intellectual Intelligence on Innovative Work Behavior

Previous researchers have examined the effect of the intellectual intelligence on innovative work behavior by showing that there is a significant intellectual intelligence effect on innovative work behavior, such as researchers conducted by (Ausat et al., 2022; Carmeli & Schaubroeck, 2022; Chen & Kumar, 2023; Lee & Chan, 2023; Martin & Zhang, 2024; Sternberg & Lubart, 2019; Wijaya et al., 2024). Individuals with high intellectual intelligence tend to identify opportunities for innovation better, develop new ideas, and implement effective solutions in the work environment (Ausat et al., 2022).

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2. Emotional Intelligence on Innovative Work Behavior

Previous researchers have examined the effect of the emotional intelligence on innovative work behavior by showing that there is a significant emotional intelligence effect on innovative work behavior, such as researchers conducted by (Barczak et al., 2022; Carmeli, 2003; Druskat & Wolff, 2021; Jyoti & Sharma, 2015; Li et al., 2023; Mayer & Salovey, 2020). Carmeli (2003) confirmed the important role of emotional intelligence in driving innovation, and the study explored how the ability to manage emotions, communicate effectively, and have strong internal motivation contribute to innovative work behavior.

3. Intellectual Intelligence on Work Stress

Previous researchers have examined the effect of the intellectual intelligence on work stress by showing that there is a significant intellectual intelligence effect on work stress, such as researchers conducted by (Cooper & Dewe, 2004; Gardner, 1983; Mushtaq & Kundu, 2012; Sutarto et al., 2018). Mushtaq and Kundu (2012) revealed a correlation between intellectual intelligence and work stress management, meaning that individuals with high intellectual levels have superior abilities in analyzing complex situations, developing effective coping strategies, and solving problems systematically.

4. Emotional Intelligence on Work Stress

Previous researchers have examined the effect of the emotional intelligence on work stress by showing that there is a significant emotional intelligence effect on work stress, such as researchers conducted by (Andewi et al., 2016; Davidson & McEwe, 2023; Kim et al., 2022; Lazarus & Folkmanet, 2021; Yazon & Manaig, 2019). Lazarus and Folkman (2021) stated that individuals with high intellectual intelligence demonstrate superior abilities in making more accurate and adaptive cognitive assessments of potential stress-triggering situations.

5. Work Stress on Innovative Work Behavior

Previous researchers have examined the effect of the work stress on innovative work behavior by showing that there is a significant work stress effect on innovative work behavior, such as researchers conducted by (Anjum & Zhao, 2022; Baer & Oldham, 2020; Cavanaugh & Morales, 2021; Lu & Kaufmann, 2022; Park & Joshi, 2024; Zhang et al., 2023). According to Zhang et al., (2023), work stress has a strong relationship with innovative work behavior depending on the management of work stress individuals face.

6. Intellectual Intelligence on Innovative Work Behavior through Work Stress

Previous researchers have examined the effect of intellectual intelligence on innovative work behavior through work stress by showing that there is a significant intellectual intelligence effect on innovative work behavior through work stress, such as researchers conducted by (Brown & Wilson, 2023; Garcia & Martinez, 2022; Hassan & Ahmed, 2024; Li et al., 2024; Putri & Rahman, 2023; Thompson & Anderson, 2023; Wijaya et al., 2021). Thompson and Anderson (2023) demonstrated that intellectual intelligence helps teachers manage work stress through more effective situation analysis and problem-solving skills.

7. Emotional Intelligence on Innovative Work Behavior through Work Stress

Previous researchers have examined the effect of emotional intelligence on innovative work behavior through work stress by showing that there is a significant emotional intelligence effect on innovative work behavior through work stress, such as researchers conducted by (Ahmad & Hassan, 2022; Brown & Wilson, 2023; Garcia & Martinez, 2022; Kim & Lee, 2023; Li et al., 2024; Rahman & Singh, 2022; Wang & Zhang 2024). Ahmad and Hassan (2022) identified that high emotional intelligence helps individuals manage stress more effectively, which supports innovative behavior development.

Hypothesis

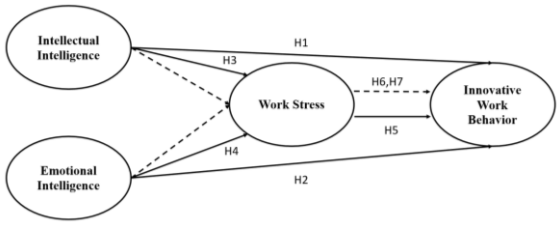

Figure 1 Theoretical Framework of the Research Model

Source: Data processed by researchers (2025)

From the theoretical framework of Figure 1, the following 7 hypotheses will be tested:

- H_1: intellectual intelligence has a significant effect on innovative work behavior.
- H_2: emotional intelligence has a significant effect on innovative work behavior.
- H_3: intellectual intelligence has a significant effect on work stress.
- H_4: emotional intelligence has a significant effect on work stress.
- H_5: work stress has a significant effect on innovative work behavior.
- H_6: intellectual intelligence has a significant effect on innovative work behavior through work stress.
- H_7: emotional intelligence has a significant effect on innovative work behavior through work stress.

RESEARCH METHODS

1. Population and Sample

This research is quantitative research using primary data. The sample in this research is 180 respondents. This study used a probability sampling technique with saturated sampling. The questionnaires were distributed through online questionnaires on the National Disaster Management Authority.

This study also used a descriptive test with characteristics as follows:

a. Sex
b. Age
c. Work Period
d. Marital status
e. Employment status
f. Placement Unit

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Data in this study were collected using closed questions with a five point likert scale as a measurement.

2. Questionnaire Development

This study uses two independent variables: intellectual intelligence and emotional intelligence. The Intervening variable: work stress, and then innovative work behavior as the dependent variable, as follow:

3. Innovative Work Behavior

Innovative work behavior variable is measured using 10 indicators adapted from researchers (Dasmo et al., 2022; Luhgiatno, 2021; Nardo et al., 2022; Notosudjono et al., 2022).

4. Intellectual Intelligence

Intellectual intelligence variable is measured using eight indicators adapted from researchers (Capinding & Ducut, 2021; Ruiz et al., 2021).

5. Emotional Intelligence

Emotional intelligence variable is measured using 10 indicators adapted from researchers (Alzoubi & Aziz, 2021; Goleman, 2015; Sukenti et al., 2021).

6. Work Stress

Work stress variable is measured using eight indicators adapted from researchers (Kobis et al., 2023; Putra et al., 2020; Robbins, 2006).

The data analysis technique used to test this research is the SEM-PLS (structural equation modeling-partial least square) method. Therefore, the model used in this research is a causal model of relationships and influences, also called path analysis. In data analysis, researchers used the SMARTPLS 3.0 program, which included three stages: outer model analysis, inner model analysis, and hypothesis testing (Hair Jr et al., 2017).

Table 3 Respondent Profile

Respondent Profile		Frequency	Percent
Sex	Male	50	38.2%
	Female	81	61.8%
Age	20-30 Years	22	16.8%
	31-40 Years	23	17.6%
	41-50 Years	48	36.6%
	> 50 Years	38	29.0%
Work Period	< 5 Years	13	9.9%
	6-10 Years	23	17.6%
	11-20 Years	33	25.2%
	21-30 Years	38	29.0%
	> 31 Years	23	18.3%
Marital Status	Not yet married	19	14.5%
	Married	100	76.3%
	Divorced	5	3.8%
	Spouse Dies	7	5.3%
Education Status	Undergraduate	115	87.8%
	Postgraduate	16	12.2%
Placement Unit	State Junior High School 14 Jakarta	9	6.9%
	State Junior High School 148 Jakarta	16	12.2%
	State Junior High School 149 Jakarta	11	8.4%
	State Junior High School 243 Jakarta	14	10.7%
	State Junior High School 25 Jakarta	13	9.9%
	State Junior High School 26 Jakarta	14	10.7%
	State Junior High School 36 Jakarta	19	14.5%
	State Junior High School 52 Jakarta	16	12.2%
	State Junior High School 62 Jakarta	19	14.5%
	Total	131	100%

Source: Data processed by researchers (2025)

From the results of Table 3 of the respondent profile, the results of the descriptive test of respondents stated that as many as 131 respondents had filled out the questionnaire in this study. So, in this case, the researcher can conclude the descriptive test as follows: Most respondents are women as many as 81 respondents (61.8%), most of the respondent groups aged between 41-50 as many as 48 respondents (36.6%), Most of the respondent groups who have a work period of 21-30 years as many as 38 respondents (29.0%), Most of the respondents have been married as many as 100 respondents (76.3%), most of the respondents are graduates as many as 115 respondents (87.8%), and most of the respondents are placed in State Junior High School 36 Jakarta as many as 19 respondents (14.5%).

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RESULTS

After collecting data from online questionnaires, the subjects in this study were teachers at the State Junior High School in Jatinegara District, Jakarta. This study tests the validity, reliability, and hypothesis testing. Table 4 shows the validity test results, all indicators obtained a outer loadings value above 0.5 (Hair et al., 2017), so they were declared valid. However, another indicators have outer loadings values below 0.5, so they must be dropped. Meanwhile, the reliability test results for all variables obtained Cronbach alpha values above 0.6, so they were declared reliable.

Table 4 Validity and Reliability Test Results

Innovative Work Behavior		Outer Loadings	Cronbach Alpha
			0.883
IWB1	I actively seek opportunities to improve the learning process in the classroom	0.639	
IWB2	I can identify gaps between learning objectives and student outcomes	0.829	
IWB3	I generate new ideas to address learning challenges	0.775	
IWB4	I develop learning approaches that are different from those commonly used	0.809	
IWB5	I create new ideas that can improve the quality of learning	0.807	
IWB7	I apply innovative learning methods in daily teaching practice	0.796	
IWB9	I analyze the results of implementing innovative ideas for continuous improvement	0.704	
Emotional Intelligence		Outer Loading	Cronbach Alpha
			0.904
KE1	I understand the strengths and weaknesses of teaching	0.868	
KE10	I can feel changes in students' emotions during the learning process	0.722	
KE2	I can reflect on my teaching performance objectively	0.847	
KE3	I can adapt to changes in learning	0.842	
KE4	I can adjust teaching strategies when class conditions change	0.826	
KE5	I have a target to improve my learning	0.655	
KE6	I strive to improve my teaching competence continuously	0.676	
KE7	I am optimistic about facing learning challenges	0.622	
KE9	I can understand students' learning difficulties	0.697	
Intellectual Intelligence		Outer Loadings	Cronbach Alpa
			0.888
KI1	I can compare various teaching methods objectively	0.807	
KI2	I can assess the strengths and weaknesses of each learning strategy	0.804	
KI3	I can choose a method that is appropriate to the learning objectives	0.890	
KI4	I adapt the strategy to the characteristics of the students	0.850	
KI7	I can use the right metrics to assess the success of the method	0.801	
Work Stress		Outer Loadings	Cronbach Alpa
			0.924
SK1	I am bothered by the less-than-conducive working environment	0.774	
SK10	I feel like my workload is beyond my capacity.	0.761	
SK2	I am stressed by the environment in which I teach	0.829	
SK3	I am overwhelmed by the number of daily tasks I have to complete	0.792	
SK4	I am bothered by the teaching and administrative load that is completed within regular working hours	0.679	
SK5	I experience tension in my relationships with coworkers	0.773	
SK6	I am uncomfortable with the dynamics of relationships between teachers at the school	0.798	
SK7	I have difficulty communicating effectively with coworkers	0.790	
SK8	My coworkers and I often experience miscommunication	0.645	

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SK9	I have too much work to complete in a limited time.	0.857	

Source: Data processed by researchers (2025).

In this research, the researcher tested the hypothesis using SMARTPLS software, Figure 2 shows the PLS model of this research. As follows:

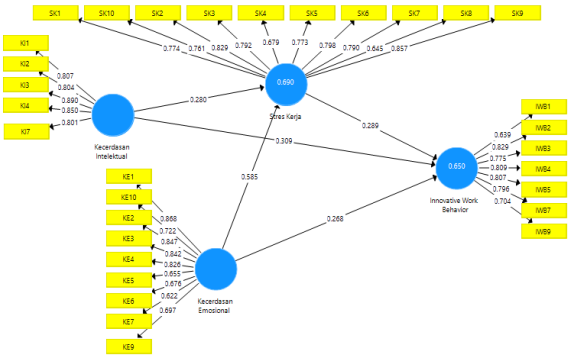

Figure 2 SMARTPLS Model

Source: Data processed by researchers (2025).

Table 5 shows the significance level of the hypothesis can be accepted if the t-statistics value is more than 1.960 or the probability value is < 0.05. As follows:

Table 5 Hypothesis Tests Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Emotional Intelligence -> Innovative Work Behavior	0.268	0.267	0.125	2.151	**0.032**
Emotional Intelligence -> Work Stress	0.585	0.581	0.097	6.044	**0.000**
Intellectual Intelligence -> Innovative Work Behavior	0.309	0.297	0.096	3.227	**0.001**
Intellectual Intelligence -> Work Stress	0.280	0.277	0.087	3.237	**0.001**
Work Stress -> Innovative Work Behavior	0.289	0.303	0.120	2.410	**0.016**
Intellectual Intelligence -> Work Stress -> Innovative Work Behavior	0.169	0.179	0.083	2.042	**0.042**
Emotional Intelligence -> Work Stress -> Innovative Work Behavior	0.081	0.083	0.040	2.001	**0.046**

Source: Data processed by researchers (2025).

The following is an explanation from Table 5:

H_1: The results of the data analysis test show intellectual intelligence that on innovative work behavior obtains an original sample 0.309, T statistics 3.227, and P values 0.001, so there is a positive and significant relationship between intellectual intelligence on innovative work behavior at the State Junior High School in Jatinegara District, Jakarta.

H_2: The results of the data analysis test show that emotional intelligence on innovative work behavior obtains an original sample 0.268, T statistics 2.151, and P values 0.032, so there is a positive and significant relationship between emotional intelligence on innovative work behavior at the State Junior High School in Jatinegara District, Jakarta.

H_3: The results of the data analysis test show that intellectual intelligence on work stress obtains an original sample 0.280, T statistics 3.237, and P values 0.001, so there is a positive and significant relationship between intellectual intelligence on work stress at the State Junior High School in Jatinegara District, Jakarta.

H_4: The results of the data analysis test show that emotional intelligence on work stress obtains an original sample 0.585, T statistics 6.044, and P values 0.000, so there is a negative and significant relationship between emotional intelligence on work stress at the State Junior High School in Jatinegara District, Jakarta.

H_5: The results of the data analysis test show that work stress on innovative work behavior obtains an original sample 0.289, T statistics 2.410, and P values 0.016, so there is a positive and significant relationship between work stress on innovative work behavior at the State Junior High School in Jatinegara District, Jakarta.

H_6: The results of the data analysis test show that intellectual intelligence on innovative work behavior through work stress obtains an original sample 0.169, T statistics 2.042, and P values 0.042, so there is a positive and significant relationship

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between intellectual intelligence on innovative work behavior through work stress at the State Junior High School in Jatinegara District, Jakarta.

H_7: The results of the data analysis test show that emotional intelligence on innovative work behavior through work stress obtains an original sample 0.081, T statistics 2.001, and P values 0.046, so there is a positive and significant relationship between emotional intelligence on innovative work behavior through work stress at the State Junior High School in Jatinegara District, Jakarta.

DISCUSSION

The first hypothesis states that intellectual intelligence can improve teachers' creativity, learning abilities, and strategic thinking of teachers for more effective learning by considering the latest innovative ideas in the curriculum of the Ministry of Education. This hypothesis supported by research conducted (Ausat et al., 2022; Carmeli & Schaubroeck, 2022; Chen & Kumar, 2023; Lee & Chan, 2023; Martin & Zhang, 2024; Sternberg & Lubart, 2019; Wijaya et al., 2024), which states that intellectual intelligence has a positive and significant effect on innovative work behavior.

The second hypothesis states that understanding and managing emotions is an essential foundation for creating new opportunities for innovation in the effectiveness of the teacher's learning process. This hypothesis supported by research conducted (Barczak et al., 2022; Carmeli, 2003; Druskat & Wolff, 2021; Jyoti & Sharma, 2015; Li et al., 2023; Mayer & Salovey, 2020), which states that emotional intelligence has a positive and significant effect on innovative work behavior.

The third hypothesis states that intellectual ability can increase work stress that occurs in schools, this is because a teacher with high intellectual ability will create work stress due to their high ability to achieve the effectiveness of their work at school. This hypothesis is supported by research conducted (Cooper & Dewe, 2004; Gardner, 1983; Mushtaq & Kundu, 2012; Sutarto et al., 2018), which states that intellectual intelligence has a positive and significant effect on work stress.

The fourth hypothesis states that emotional ability can enable one to manage one's emotions well at work. Increasing good emotional understanding will increase work stress in a teacher, which is triggered by those who work and are required to achieve effective and better work targets than before. This hypothesis is supported by research conducted (Andewi et al., 2016; Davidson & McEwe, 2023; Kim et al., 2022; Lazarus & Folkmanet, 2021; Yazon & Manaig, 2019), which states that emotional intelligence has a positive and significant effect on work stress.

The fifth hypothesis states that the work stress experienced by teachers can be seen from its intensity, which will enable teachers to get the latest ideas in learning methods in schools to make the learning process more effective than before. This hypothesis is supported by research conducted (Anjum & Zhao, 2022; Baer & Oldham, 2020; Cavanaugh & Morales, 2021; Lu & Kaufmann, 2022; Park & Joshi, 2024; Zhang et al., 2023), which states that work stress has a positive and significant effect on innovative work behavior.

The sixth hypothesis states that The sixth hypothesis states that Teachers who have high intellectual intelligence will have an impact on their work stress, this is because teachers get many of the latest ideas that schools need in more effective learning methods than before. This hypothesis is supported by research conducted (Brown & Wilson, 2023; Garcia & Martinez, 2022; Hassan & Ahmed, 2024; Li et al., 2024; Putri & Rahman, 2023; Thompson & Anderson, 2023; Wijaya et al., 2021), which states that intellectual intelligence has a positive and significant effect on innovative work behavior performance through work stress.

The seventh hypothesis states that Teachers who have high emotional intelligence will create and build other creative ideas so that learning methods in schools are more effective, accompanied by limited time and resources that make them stressed, but their long working experience has a positive impact on producing the latest ideas. This hypothesis is supported by research conducted (Ahmad & Hassan, 2022; Brown & Wilson, 2023; Garcia & Martinez, 2022; Kim & Lee, 2023; Li et al., 2024; Rahman & Singh, 2022; Wang & Zhang 2024), which states that emotional intelligence has a positive and significant effect on innovative work behavior through work stress.

CONCLUSION

From the results of previous research, it can be concluded that all hypotheses are accepted as follows:

a. Intellectual intelligence has a positive and significant effect on innovative work behavior, which means that high intellectual intelligence will impact innovative work behavior.
b. Emotional intelligence has a positive and significant effect on innovative work behavior, which means that high emotional intelligence will impact innovative work behavior.
c. Intellectual intelligence has a positive and significant effect on work stress, which means that high intellectual intelligence will have an impact on work stress.
d. Emotional intelligence has a positive and significant effect on work stress, which means that high emotional intelligence will have an impact on work stress.
e. Work stress has a positive and significant effect on innovative work behavior, which means that high work stress will impact innovative work behavior.
f. Intellectual intelligence has a positive and significant effect on innovative work behavior through work stress, which means that the higher the intellectual abilities of teachers, the more it will indirectly impact innovative work behavior through the work stress of the teachers.
g. Emotional intelligence has a positive and significant effect on innovative work behavior through work

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stress, which means that the better the management of teachers' emotional abilities, the more it will have an indirect impact on increasing innovative work behavior through the work stress of the teachers.

RECOMMENDATION

From the results described earlier, this study has several recommendations given to at the State Junior High School in Jatinegara District, Jakarta, as follows:

a. Teachers have not done it well. According to them, it is better to create new ideas that are more realistic than changing existing learning methods and then modifying them, this is one of the reasons because it is more difficult than creating new ideas. However, it is not difficult for them to try to modify it even though it takes a long time.
b. Not many teachers can identify the problems needed in the data they use. If there is a rapid change at any time, it will be difficult for teachers to find a solution to the problem. It would be better if they had identified it from now on.
c. Teachers still have difficulty in finding opportunities to develop their learning process in schools. This can be seen from the large number of teachers about to retire, so young teachers should be prepared to be more sensitive to opportunities that can help them develop.
d. The teacher have pretty good communication compared to other teachers. Sometimes, the ideas during the meeting are well received by them, so they become more active in innovations to improve current learning methods.

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