

EMOTIONAL INVENTORY OF MATHEMATICS TEACHERS AT MADRASAH IBTIDAIYAH

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Abstract

Although there is an increasing amount of research on assessing teacher emotions in general education, there is still a lack of appropriate measurement tools to measure mathematics teachers' emotions. The aim of this research is to develop an instrument for mathematics teachers' emotions and produce a ready-to-use instrument. The analytical method used is Confirmatory Factor Analysis (CFA). The sample used consisted of 310 mathematics teachers. The sample involved teachers from several madrasah ibtidaiyah in DKI Jakarta. Confirmatory Factor Analysis produces 5 factors, namely, Love, Joy, Anger, Sadness and Fear which produces 29 fit items. Thus, this assessment instrument is valid and reliable for use as a measuring tool for mathematics teachers' emotions.

Key words: mathematics teacher emotions, Confirmatory Factor Analysis (CFA).

INTRODUCTION

In the world of education, emotions play a crucial role in teacher experiences and interactions. Teachers are not only transmitters of lesson material, but also individuals who face emotional pressure, whether from students, colleagues, parents, or the educational environment more broadly. The emotions experienced by teachers can affect their performance, relationships with students, and the way they respond to challenges in teaching.

In education, mathematics is often considered one of the most challenging subjects for both students and teachers. This subject has a reputation as an abstract, logical and structured discipline, but precisely in the context of teaching mathematics, teacher emotions play an important role in the learning process. Mathematics teachers, like teachers in general, are not only responsible for conveying conceptual knowledge, but