

The Effect of Emotional Intelligence on Employee Performance Through Work Ability as a Mediating Variable

*Emotional Intelligence
Enhances Employee
Performance*

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ABSTRACT

This study aims to examine the effect of Emotional Intelligence on employee performance with work ability as a mediating variable. Using an explanatory quantitative approach, data were collected through a questionnaire with 12 interval scale statements from 117 office employees randomly selected from a population of 123 employees. The analysis was conducted using SPSS 24 and AMOS 24 software, applying Structural Equation Modeling (SEM) and the Sobel test. The results showed that Emotional Intelligence significantly improved employee performance directly and strengthened work ability, which in turn had a positive impact on performance. Work ability significantly mediated the Emotional Intelligence -performance relationship, strengthening the influence of Emotional Intelligence through increased task competence and emotional resilience. These findings confirm the role of Emotional Intelligence in driving work effectiveness and overcoming performance challenges. In conclusion, organizations need to integrate emotional intelligence and work ability training to improve employee work outcomes and service quality, providing practical insights for PT PLN to improve operational effectiveness and public trust.

Keywords: *Emotional Intelligence, Emotional Resilience, Employee Performance, Task Competence, Work Ability.*

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh terhadap kinerja karyawan dengan kemampuan kerja sebagai variabel mediasi. Menggunakan pendekatan kuantitatif eksplanatori, data dikumpulkan melalui kuesioner dengan 12 pernyataan skala interval dari 117 karyawan kantor yang dipilih secara acak dari populasi 123 karyawan. Analisis dilakukan dengan perangkat lunak SPSS 24 dan AMOS 24, menerapkan Structural Equation Modeling (SEM) dan uji Sobel. Hasil penelitian menunjukkan bahwa KE secara signifikan meningkatkan kinerja karyawan secara langsung dan memperkuat kemampuan kerja, yang pada gilirannya berdampak positif pada kinerja. Kemampuan kerja secara signifikan memediasi hubungan KE-kinerja, memperkuat pengaruh KE melalui peningkatan kompetensi tugas dan ketahanan emosional. Temuan ini menegaskan peran KE dalam mendorong efektivitas kerja dan mengatasi tantangan kinerja. Kesimpulannya, organisasi perlu mengintegrasikan pelatihan KE dan kemampuan kerja untuk meningkatkan hasil kerja karyawan dan kualitas layanan, memberikan wawasan praktis bagi PT PLN untuk meningkatkan efektivitas operasional dan kepercayaan publik.

Kata kunci: Kecerdasan Emosional, Ketahanan Emosional, Kemampuan Kerja, Kinerja Karyawan, Kompetensi Tugas.

INTRODUCTION

In the era of globalization, organizations face intense competition, where the quality of human resources significantly determines their success (Anwar & Abdullah, 2021; Lee et al., 2023). Companies are increasingly challenged to deliver high-quality products and services efficiently while maintaining effectiveness in their operations. Employee performance serves as a critical indicator of organizational success, reflecting an individual's ability to meet job responsibilities and contribute to achieving strategic goals (Lubis, 2022; Vuong & Nguyen, 2022). Performance is defined as the degree to which employees execute tasks according to established standards, impacting organizational outcomes (Alsufyani et al., 2022; Liao et al., 2022). At PT State Electricity Company (*Perusahaan Listrik Negera/PLN*) (Persero) Main Unit for the Papua and West Papua Regions, a state-owned enterprise responsible for electricity services, employee performance is vital for maintaining service quality and public trust (Kurniawati, 2022). However, data from PT PLN's call center reveal ongoing public complaints about service quality, indicating potential deficiencies in employee performance that warrant further investigation.

Emotional intelligence (EI) is a key factor influencing employee performance, as it encompasses the ability to recognize and manage one's own emotions and those of others, fostering harmonious workplace relationships (Febrina et al., 2021; George et al., 2022; Kessi et al., 2022). Employees with high EI are better equipped to handle workplace stress, collaborate effectively, and achieve performance targets, as EI acts as a motivator for task completion (Jena, 2022). PT PLN (Persero) Main Unit for Papua and West Papua, with a workforce exceeding 100 employees, provides a suitable context for studying EI's impact due to observed performance-related issues. These issues, such as delays or inefficiencies in service delivery, suggest that factors like EI may play a critical role in enhancing employee outcomes and addressing organizational challenges.

Despite the established link between EI and performance, prior research presents conflicting findings, highlighting a research gap that this study aims to address. According to Rondang et al. (2022), EI positively influences employee performance by enhancing interpersonal skills and work commitment. Similarly, Elkhori and Budianto (2024) found that EI, alongside self-efficacy, significantly boosts performance in organizational settings. Nani and Mukaroh (2021) and Junior and Jimad (2022) also support the positive correlation between EI and performance, emphasizing its role in fostering motivation and teamwork. However, Irfan et al. (2021) argue that EI has no significant impact on performance, suggesting that employees may rely on other factors, such as technical skills, for job success. Millah et al. (2023) further corroborate this view, finding no direct link

between EI and performance, indicating the presence of intervening variables. These discrepancies suggest that the relationship between EI and performance may not be straightforward and could be mediated by other factors, such as work ability, which has not been adequately explored in the context of PT PLN.

Sembiring et al. (2021), Maharani et al. (2022), and Dewi et al. (2023) work ability, defined as an individual's capacity to perform job tasks effectively, is another critical determinant of employee performance. Employees with strong work abilities, encompassing knowledge, skills, and attitudes, are better positioned to meet organizational expectations. Research by Halimatusyadiah et al. (2022) suggests that EI enhances work ability by enabling employees to manage stress and maintain emotional stability, which is essential for handling complex workloads. The inconsistent findings regarding EI's direct impact on performance underscore the need to investigate work ability as a mediating variable, as it may bridge the gap between EI and performance outcomes.

This study aims to examine the effect of emotional intelligence on employee performance at PT PLN (Persero) Main Unit for Papua and West Papua, with work ability as a mediating variable. By addressing the research gap, this study seeks to clarify how EI influences performance directly and indirectly through work ability, offering a more comprehensive understanding of these relationships. The research focuses on a sample of 117 employees, using a quantitative approach with Structural Equation Modeling to test the proposed mediation model. The findings are expected to provide practical insights for PT PLN to enhance employee performance by fostering EI and work ability, ultimately improving service quality and organizational effectiveness.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

The Effect of Emotional Intelligence and Employee Performance

According to Al Maalouf et al. (2023), emotional intelligence (EI) is a critical determinant of workplace success, encompassing the ability to recognize, understand, and manage one's own emotions and those of others. EI facilitates effective communication, conflict resolution, and leadership, enabling employees to excel in dynamic work environments (Harahap et al., 2023). Research by D'Souza et al. (2023) and Santa et al. (2023) demonstrates that high EI enhances employees' ability to manage workplace stress, collaborate effectively, and achieve performance targets. EI fosters self-awareness and emotional regulation, which are essential for maintaining focus and meeting organizational goals (Jena, 2022).

Conversely, studies by Irfan et al. (2021) and Millah et al. (2023) found no significant direct effect of EI on performance, suggesting the influence of mediating or moderating variables. These conflicting findings highlight the need to explore EI's impact in specific contexts like PT PLN, where service quality issues underscore performance challenges. Employees with high EI can build stronger interpersonal relationships, improving team dynamics and task efficiency (Winardi et al., 2022). Additionally, EI contributes to resilience, enabling employees to adapt to high-pressure situations, which is vital in service-oriented organizations (George et al., 2022). For instance, emotionally intelligent employees are more likely to maintain professionalism during customer interactions, enhancing organizational reputation.

H1: Emotional intelligence has a positive and significant effect on employee performance.

The Effect of Emotional Intelligence and Work Ability

Yousaf et al. (2024) assert that emotional intelligence (EI) significantly enhances work ability by fostering emotional competencies essential for workplace effectiveness. Employees with high EI exhibit superior self-regulation, empathy, and motivation, enabling them to handle complex work demands efficiently (Halimatusyadiah et al., 2022). These skills help employees manage stress, maintain focus, and adapt to changing work environments, thereby strengthening their work ability (Antonopoulou, 2024).

Empathy, a core EI component, facilitates better collaboration and interpersonal relationships, which are critical for skill development and task execution (George et al., 2022).

Moreover, EI supports employees in learning new skills and responding to feedback, enhancing their cognitive and psychological capacity (Kessi et al., 2022). In high-pressure settings like PT PLN, where employees face demanding workloads, EI is crucial for maintaining emotional stability and work readiness. Effective stress management prevents burnout, ensuring consistent performance (Dirican & Erdil, 2020). Additionally, EI enables employees to navigate interpersonal conflicts, fostering a supportive work environment that enhances their ability to perform tasks (Alsufyani et al., 2022). For example, emotionally intelligent employees can better handle customer complaints, improving service delivery.

H2: Emotional intelligence has a positive and significant effect on work ability.

The Effect of Work Ability and Employee Performance

Sembiring et al. (2021) emphasize that work ability, encompassing knowledge, skills, and attitudes, is a fundamental driver of employee performance. Employees with strong work ability demonstrate greater efficiency, consistency, and adaptability, leading to improved organizational outcomes (Sinambela & Lestari, 2022). Work ability includes technical expertise, problem-solving skills, and a positive work attitude, all of which contribute to high-quality output and productivity (Maharani et al., 2022). In dynamic environments like PT PLN, employees with robust work ability are better equipped to handle complex tasks and meet organizational expectations (Dewi et al., 2023).

A positive attitude fosters resilience and initiative, enabling employees to address challenges effectively (Jayanti & Dewi, 2021). Work ability enhances decision-making confidence, improving task accuracy and timeliness (Widyandari, 2022). For instance, employees with strong technical skills can resolve service disruptions quickly, enhancing customer satisfaction. Additionally, work ability supports teamwork, as employees with high competence contribute effectively to collective goals (Dewa, 2023). Organizations can enhance work ability through targeted training and development programs, ensuring employees are well-prepared for their roles.

H3: Work ability has a positive and significant effect on employee performance.

Work Ability as a Mediator

Mehralian et al. (2025) argue that work ability mediates the relationship between emotional intelligence (EI) and employee performance by translating emotional competencies into effective job functioning. EI equips employees with psychological resources, such as stress management and motivation, which enhance their work ability, indirectly improving performance (Hasibuan et al., 2024). Employees with high EI are better at regulating emotions, which supports their ability to learn new skills and collaborate effectively, leading to superior performance (Santa et al., 2023). This mediation effect addresses conflicting findings, such as those by Irfan et al. (2021), which suggest no direct link between EI and performance.

Work ability serves as a bridge, channeling EI's influence through enhanced task competence and emotional stability (Alwali & Alwali, 2022). In PT PLN's demanding work environment, work ability amplifies EI's impact by fostering resilience and adaptability. For example, emotionally intelligent employees can manage stress during high-pressure situations, improving their capacity to perform tasks efficiently (Dhoopar et al., 2022). Organizations can leverage this by integrating EI training with skill development programs to enhance work ability and performance.

H4: Work ability mediates the effect of emotional intelligence on employee performance.

The research framework illustrates the relationships between emotional intelligence (EI), work ability (WA), and employee performance (EP). EI is the independent variable, directly influencing both WA and EP, while WA serves as a mediating variable that channels EI's effect on EP. The framework posits that EI enhances WA through improved emotional regulation and interpersonal skills, which in turn boosts EP by enabling employees to perform tasks effectively.

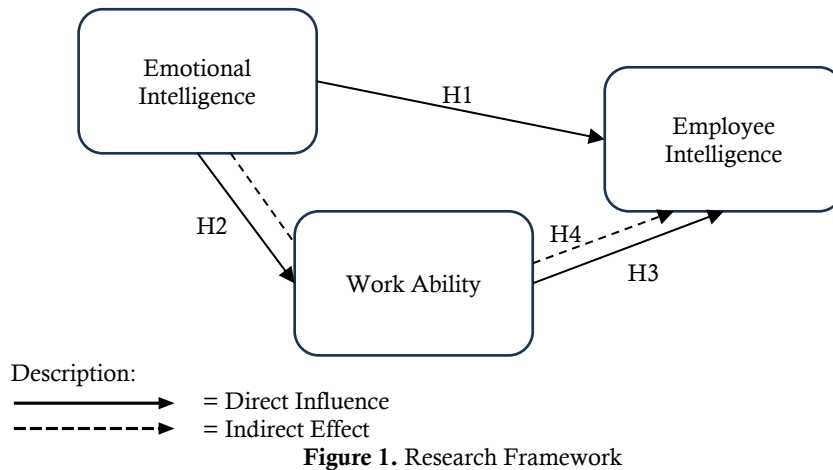


Figure 1. Research Framework

Figure 1 depicts three constructs: EI, WA, and EP. An arrow from EI points to EP, indicating a direct effect (H1). Another arrow from EI points to WA (H2), and an arrow from WA points to EP (H3). A curved arrow from EI through WA to EP represents the mediating effect of WA (H4). This model is tested using Structural Equation Modeling to evaluate both direct and indirect effects, as supported by the study's results.

RESEARCH METHOD

This study adopts a quantitative explanatory research design to investigate the causal relationships between emotional intelligence, work ability, and employee performance at PT PLN (Persero) Main Unit for Papua and West Papua Regions. The explanatory approach is chosen to test hypotheses and clarify both direct and indirect effects of emotional intelligence on performance, with work ability as a mediating variable. Data were collected using a structured questionnaire comprising 12 interval-scale statements based on a Likert scale, designed to measure the three variables. The instrument's validity and reliability were assessed prior to data analysis to ensure measurement accuracy.

The study population consists of 123 office employees at PT PLN (Persero) Main Unit for Papua and West Papua Regions, selected due to the organization's significant workforce and observed performance-related issues. A simple random sampling technique was employed to ensure each employee had an equal chance of selection, resulting in a sample of 117 respondents who met the inclusion criteria. This sampling method enhances the representativeness of the sample, allowing for generalizable findings within the study context. The sample size was determined to be sufficient for robust statistical analysis, considering the population size and research objectives.

Data analysis was conducted using Structural Equation Modeling (SEM) with SPSS 24 and AMOS 24 software to examine the relationships between variables simultaneously. SEM was selected for its ability to model both direct and indirect effects, providing a comprehensive understanding of the mediation role of work ability. Additionally, the Sobel test was performed to assess the significance of work ability's mediating effect between emotional intelligence and employee performance. Instrument testing, including validity and reliability checks, was conducted to confirm the questionnaire's quality before proceeding with SEM analysis. This rigorous analytical approach ensures the study's findings are reliable and contribute to understanding the

mechanisms linking emotional intelligence, work ability, and performance in the organizational context.

RESULTS

The results of this study provide a comprehensive analysis of the relationships between emotional intelligence (EI), work ability (WA), and employee performance (EP) among 117 office employees at PT PLN (Persero) Main Unit for Papua and West Papua Regions. Data were collected using a structured questionnaire with 12 interval-scale statements, analyzed through Structural Equation Modeling (SEM) with SPSS 24 and AMOS 24, and supplemented by the Sobel test to assess mediation effects. The findings confirm the hypotheses that EI positively and significantly affects both EP and WA, while WA also significantly influences EP and mediates the EI-EP relationship. Respondent characteristics, variable descriptions, and hypothesis testing results are presented below to offer a clear understanding of the study's outcomes, highlighting the critical role of EI and WA in enhancing organizational performance.

Table 1. Characteristics of Research Respondents

Category	Sub Category	Total(n)	Percentage (%)
Gender	Male	95	81.19
	Female	22	18.81
Age	21–31 Years	62	52.99
	32–42 Years	17	14.52
	43–56 Years	38	32.49
Education Level	High School	25	21.36
	Diploma 1 – Diploma 3	23	19.65
	Bachelor	64	54.70
	Magister	5	4.29

The demographic profile of the respondents provides context for interpreting the study's findings. Table 1 summarizes the distribution of respondents by gender, age, and education level. Of the 117 respondents, 81.19% (95 individuals) were male, and 18.81% (22 individuals) were female, reflecting the physically demanding nature of some roles at PT PLN, which may attract a higher proportion of male employees. Age-wise, the majority (52.99%, or 62 respondents) were aged 21–31 years, followed by 32.49% (38 respondents) aged 43–56 years, and 14.52% (17 respondents) aged 32–42 years. This distribution suggests a relatively young workforce, likely more adaptable to office and field demands. Regarding education, 54.70% (64 respondents) held a bachelor's degree, 21.36% (25 respondents) had a high school education, 19.65% (23 respondents) had a diploma (D1–D3), and 4.29% (5 respondents) held a master's degree. The predominance of bachelor's degree holders aligns with PT PLN's minimum educational standards, ensuring a workforce with sufficient academic preparation to meet organizational expectations. These demographic insights indicate a diverse yet predominantly young and educated sample, suitable for examining the interplay of EI, WA, and EP in a dynamic work environment.

Research variable description analysis is an analysis that explains research variables by collecting data obtained from distributed questionnaires. By looking at the construct chart of loading factors for each indicator against the variable based on the "biggest" and "smallest" values.

The descriptive analysis of research variables focuses on the loading factors of indicators for each construct, as shown in Table 2, which evaluates the validity of the measurement model. For employee performance (EP), four indicators were assessed: quality (0.904), quantity (0.903), time accuracy (0.831), and work commitment (0.798). All values exceed the 0.5 threshold, confirming their validity, with quality emerging as the strongest indicator, suggesting that high-quality output significantly drives performance. For emotional intelligence (EI), five indicators were measured: self-awareness (0.934), self-regulation (0.906), self-motivation (0.881), empathy (0.881), and

social skills (0.839). These valid indicators highlight self-awareness as the most influential factor, indicating that employees' ability to make informed decisions underpins their EI. For work ability (WA), three indicators were evaluated: knowledge ability (0.934), skill ability (0.906), and attitude ability (0.881), all exceeding 0.5, with knowledge ability as the strongest contributor, underscoring the importance of technical expertise in effective job performance. These results validate the measurement instruments and confirm that the constructs are reliably represented by their respective indicators, providing a robust foundation for hypothesis testing.

Table 2. Loading Factor Values

Variable	Indicator	Loading Factor Value
Employee Performance	Quality	0.904
	Quantity	0.903
	Time Accuracy	0.831
	Work Commitment	0.798
Emotional Intelligence	Self-Awareness	0.934
	Self-Regulation	0.906
	Self-Motivation	0.881
	Empathy	0.881
	Social Skills	0.839
Work Ability	Knowledge Ability	0.934
	Skill Ability	0.906
	Attitude Ability	0.881

Table 3. Regression Weight

Estimate	S.E	C.R	P	
EI > EP	0.871	0.056	15.512	0.000
EI > WA	0.421	0.153	2.756	0.006
WA > EP	0.578	0.145	3.988	0.000

The hypothesis testing results, summarized in Table 3, demonstrate the direct effects among the variables. First, EI significantly influences EP, with an estimated parameter of 0.871, a standard error of 0.056, a critical ratio of 15.512, and a p-value of 0.000 ($p < 0.05$). This supports H1, indicating that higher EI levels enhance employees' ability to meet performance standards through effective emotional management and interpersonal skills. Second, EI positively affects WA, with an estimated parameter of 0.421, a standard error of 0.153, a critical ratio of 2.756, and a p-value of 0.006 ($p < 0.05$), confirming H2. This suggests that EI strengthens employees' capacity to perform tasks by fostering emotional stability and adaptability. Third, WA significantly impacts EP, with an estimated parameter of 0.578, a standard error of 0.145, a critical ratio of 3.988, and a p-value of 0.000 ($p < 0.05$), supporting H3. This indicates that employees with strong knowledge, skills, and attitudes are better equipped to achieve organizational goals. These findings highlight the direct contributions of EI and WA to performance, aligning with the theoretical framework that posits EI as a driver of both individual capability and workplace outcomes.

Table 4. Direct and Indirect Effect Analysis

Analysis	EI	WA	EP	EI	WA	EP
WA	0.935	0.000	0.000	0.000	0.000	0.000
EP	0.590	0.400	0.000	0.374	0.000	0.000

The mediation effect of WA in the EI-EP relationship was tested using the Sobel test and direct/indirect effect analysis, as presented in Table 4. The Sobel test yielded a z-score of 2.70955836, exceeding the t-table value of 1.65833, with a one-tailed significance of 0.00336864 and a two-tailed significance of 0.00673729 (both $p < 0.05$). This confirms H4, indicating that WA significantly mediates the effect of EI on EP. The direct effect analysis shows that EI has a direct effect of 0.590 on EP and 0.935 on WA, while WA has a direct effect of 0.400 on EP. The indirect effect of EI on EP through WA is 0.374,

demonstrating that WA partially mediates the relationship by channeling EI's influence through enhanced task competence and emotional resilience. This mediation effect suggests that employees with high EI develop stronger work abilities, which in turn amplify their performance. For instance, emotionally intelligent employees can manage stress and collaborate effectively, improving their skills and knowledge, which leads to better task execution and organizational outcomes.

The results collectively underscore the pivotal role of EI in enhancing both WA and EP within PT PLN's workforce. The strong influence of EI on WA ($p = 0.000$) suggests that emotional competencies, such as self-awareness and empathy, equip employees to handle complex workloads and maintain focus under pressure. Similarly, the significant effect of WA on EP ($p = 0.006$) highlights the importance of technical and attitudinal competence in achieving high-quality outputs. The mediation analysis further clarifies that WA serves as a critical bridge, amplifying EI's impact on performance by fostering a supportive work environment and skill development. These findings are consistent with prior research, such as Al Maalouf et al. (2023) and Yousaf et al. (2024), which emphasize EI's role in workplace effectiveness, while also addressing discrepancies noted in studies like Irfan et al. (2021) by demonstrating WA's mediating role. The practical implications for PT PLN include the need to integrate EI training and skill development programs to enhance employee performance, particularly in addressing service quality issues observed in the organization.

DISCUSSION

The findings of this study illuminate the critical interplay between emotional intelligence (EI), work ability (WA), and employee performance (EP) among office employees at PT PLN (Persero) Main Unit for Papua and West Papua Regions, revealing a cohesive framework where EI directly and indirectly enhances performance through WA. The results demonstrate that EI significantly boosts EP, aligning with Izzah and Suwitho (2022), who found that employees with high EI excel in managing emotions, fostering effective communication, and building professional relationships that enhance task completion and team collaboration. Similarly, Junita et al. (2022) and Surya and Silvia (2022) emphasize EI's role in improving performance by enabling employees to navigate workplace pressures and maintain emotional stability. Employees with strong self-awareness and self-regulation, as highlighted by Jena (2022), adapt to dynamic work environments, ensuring consistent task execution and resilience under stress. However, contrasting findings by Irfan et al. (2021) and Millah et al. (2023) suggest that EI's direct effect on performance may be limited in contexts where technical skills dominate, indicating that other variables, such as WA, may bridge this gap. This study's results clarify that EI's direct effect (estimate = 0.578, $p = 0.000$) is robust, yet its influence is amplified through WA, providing a nuanced understanding of these dynamics.

The significant positive effect of EI on WA (estimate = 0.871, $p = 0.000$) underscores its role in enhancing employees' capacity to perform tasks effectively. As Dirican and Erdil (2020) note, EI equips employees with emotional competencies like empathy and self-regulation, enabling them to handle complex workloads and maintain focus. Yousaf et al. (2024) and Antonopoulou (2024) further support this, arguing that emotionally intelligent employees exhibit superior adaptability and interpersonal skills, fostering a conducive work environment that strengthens WA. For instance, empathy facilitates collaboration, while stress management prevents burnout, both critical for employees at PT PLN facing demanding service roles. This enhanced WA, encompassing knowledge, skills, and attitudes, directly contributes to EP (estimate = 0.421, $p = 0.006$), as employees with strong technical expertise and positive work attitudes deliver high-quality outputs. Jayanti and Dewi (2021) and Maharani et al. (2022) corroborate this, highlighting that WA drives productivity by enabling employees to address challenges efficiently and contribute to organizational goals. Widyandari (2022) adds that employees with robust WA demonstrate confidence and initiative, further elevating performance in dynamic settings like PT PLN.

The mediation analysis reveals that WA significantly mediates the EI-EP relationship (Sobel test: $z = 2.70955836$, $p = 0.00673729$), aligning with Hasibuan et al. (2024), who argue that WA channels EI's influence by translating emotional competencies into task effectiveness. Santa et al. (2023) emphasize that EI fosters resilience and motivation, which enhance WA, indirectly boosting EP. This mediation effect addresses discrepancies noted by Irfan et al. (2021), as WA bridges EI's impact in contexts where direct effects are less pronounced. For example, emotionally intelligent employees at PT PLN manage customer complaints effectively, improving their skills and knowledge, which leads to superior performance. The indirect effect (0.374) suggests partial mediation, indicating that while EI directly enhances EP, WA amplifies this impact by fostering competence and emotional stability. These findings have practical implications for PT PLN, suggesting the integration of EI training with skill development programs to enhance WA and EP. By fostering emotional competencies and technical abilities, organizations can address service quality issues and achieve sustainable performance improvements, as supported by Dewa (2023). This study underscores the need for a holistic approach to human resource development, combining EI and WA to optimize employee outcomes in high-pressure work environments.

CONCLUSION

The findings of this study affirm that emotional intelligence positively and significantly impacts employee performance, both directly and indirectly through the mediating role of work ability. Employees with high emotional intelligence are generally more capable of managing their own emotions, understanding others' feelings, and maintaining positive workplace relationships. These competencies directly contribute to enhanced work effectiveness and the achievement of organizational goals. Emotional intelligence fosters self-awareness, intrinsic motivation, and adaptability under pressure—qualities that are essential in today's dynamic work environment. Moreover, emotional intelligence has been found to improve critical work skills, such as decision-making, stress management, and interpersonal communication. Employees who can effectively regulate their emotions tend to be more resilient in facing work challenges, demonstrate stable performance, and exhibit a greater willingness to learn. These results are consistent with several prior studies that identify emotional intelligence and work ability as significant drivers of employee productivity and performance. Nevertheless, some research presents differing conclusions, suggesting the potential influence of contextual or additional variables in this relationship.

Based on these insights, it is crucial for organizations to incorporate emotional intelligence and work ability development into human resource management strategies. Implementing soft skills training, enhancing technical competencies, and cultivating a supportive work environment are essential for fostering sustainable employee performance. It is recommended that the leadership of PT. PLN (Persero) Main Unit for Papua and West Papua Regions conduct further assessments of emotional intelligence dimensions not addressed in this study. Leaders should also place greater emphasis on enhancing employees' work abilities and actively pursue initiatives that motivate and support their development. Additionally, the ongoing evaluation of employee performance is vital, with a focus on recognizing, encouraging, and appropriately rewarding improvements in performance. Future research is encouraged to expand the scope by including other relevant variables beyond emotional intelligence, work ability, and performance to provide a more holistic understanding of the factors influencing employee performance at PT. PLN (Persero) Main Unit for Papua and West Papua Regions

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