

Analysis of School Leadership/Headmaster Based on Emotional Intelligence in Affecting School Climate in YPPK Senior High School in Jayapura City, Papua Province

Yulius Mataputun

Guidance and Counseling Study Program, Faculty of Teaching Training and Education,
University of Cenderawasih, Jayapura, Indonesia

Abstract: This study aims to analyze and test empirically the influence of the principal's leadership/headmaster on emotional intelligence on school climate in YPPK Senior High School in Jayapura City, Papua Province-Indonesia. This research approach uses quantitative descriptive with correlational research types. Therefore, a relatively small population of 80 teachers, saturated samples were used and those that met the requirements of 77 respondents. Data filtering uses a closed questionnaire likert model interval scale. Data analysis techniques used parametric inferential statistics (simple linear regression) with the help of SPSS Version 20.0 Software. The results of this study indicate that the leadership of principals based on emotional intelligence has a significant positive effect on the climate of schools in Jayapura City Papua YPPK High School. This is evidenced by a significant value of $0.00 < 0.005$. The amount of influence is 63.3% (high category). This means that the higher the level of leadership of the principal based on emotional intelligence, the higher the influence on the school climate. Based on these findings, it can be recommended that the leadership of the principal based on emotional intelligence needs to be implemented in various leadership activities in general and the education unit in particular in creating a conducive school climate. In addition the development of the substance of the educational leadership curriculum and organizational behavior in the Institute of Educational Personnel Educators or the Teaching and Education Faculty and sustainable professional development through various activities such as the principal working group (K3S) and the school supervisory working group (K2PS).

Key words: Principal leadership, emotional intelligence, school climate, Catholic School, Jayapura-Papua, emotional intelligence

INTRODUCTION

In developing quality education it is necessary to pay attention to aspects of leadership in managing the school. A conducive school climate is a matter of serious concern by various parties because the education/learning process will not run well in a learning environment that is less comfortable, safe, attractive and supportive of working effectively. Therefore, the government regulates this through the Ministry of National Education Decree No. 13 and 19 of 2007, so that, every education unit manager has an obligation to create a comfortable atmosphere, a competitive school climate and a conducive educational environment, such as physical, social and academic aspects (Loukas, 2007).

The results of the study by Uline and Tschannen-Moran (2008) provide a fundamental reason for the importance of realizing a conducive school climate. That there is a positive and significant relationship between the quality of school facilities and student

achievement in English and Mathematics. This finding notes that aspects of the physical availability of schools will have an impact on the quality and failure of students. But what is expected is not all well realized, as reported by the Office of Education and Teaching, Papua Province in 2016 from the physical aspects, public and private high schools in Papua Province, there are still many buildings/classes damaged. From the aspect of availability of educators there are still many who are senior high school, Diploma 1 (D1) and D3 educators, especially, those who work in the new district (a new district that is separated from the parent district) (Papua, 2016).

Starting from the expected conditions and examining the factual conditions, indicating there is a gap. Various factors influence as Mulyasa (2013) said that a conducive school climate and culture will certainly not occur automatically. At least two basic requirements are needed, namely a positive attitude towards renewal for all components and the resources needed to carry out reforms. Based on this opinion, it can be said that a

conducive school climate is influenced by factors of positive HR attitudes and availability of resources. One of the resources that is very instrumental is the principal. The results of the study by Anonymous (2012) provide evidence that schools with good principal leadership can reduce teacher absence rates and can even improve the quality of management and leadership in these schools.

The school principal in creating the school climate is not only determined by his intellectual abilities but other abilities/potentials such as his emotional influence in and mobilizing all educational resources for school progress. Even, Golemen *et al.* (2004) said that “emotional intelligence is just as effective and sometimes more effective than IQ. Emotional intelligence is formed from experience and will develop over time. Research conducted by Rohiat (2008), said “the function of emotional intelligence in leadership is to help leaders understand their existence and feel the presence of people”. Often the failure of leadership is partly because the leader is less aware of the presence of the person he leads, so that, what is expected by the leader is not responded well by his subordinates.

Achievement of a good school climate is also related to the emotional quality of a leader as Yukl (2008) said that a leader needs to have emotional stability and maturity. Emotional stability can be seen from not suffering from serious psychological disorders, realizing weaknesses and strengths, improving yourself. Leadership with high emotional maturity usually shows characteristics that are not selfish, able to control themselves and able to hold back not easily affected, easy to accept criticism and learn to correct mistakes. A leader needs to have minimal emotional intelligence having characteristics such as understanding his existence, feeling the presence of others and having stability and emotional maturity.

Principles of leadership of principals based on emotional intelligence were put forward by previous experts if implemented properly, the gaps can be minimized which allows the school climate to be conducive. That is why empirical studies need to be done to get reference in efforts to develop educational leadership science for a conducive school atmosphere and climate of school.

MATERIALS AND METHODS

The approach in this study uses descriptive quantitative, correlational research types. Arikunto (2010), said correlational research is intended to determine whether there is a relationship between two or several variables. Based on this opinion, it is clear that this study

connects two variables, namely the principal's leadership based on emotional intelligence as an independent variable (X) and the school climate as the dependent variable (Y). Researchers want to examine and analyze the relationship between phenomena related to the leadership of principals based on emotional intelligence and their influence on the school climate. In connection with the relationship referred to in this study including in the study of correlational causation can also be called influence research (Arikunto, 2010).

The population of this study were all teachers in two schools of the School of Education and Catholic Education (YPPK) namely YPPK Taruna Bakti High School in Waena and YPPK High School of Taruna Dharma in Kota Raja) which amounted to 80 teachers. Because the population is relatively small (80 teachers), saturated samples are used and that meets the requirements of 77 respondents. Data filtering uses a closed questionnaire on Likert Model interval scale and supported by documentation study. The questionnaire was first tested for its validity and reliability to the teachers at YPPK Asisi High School in Sentani who had relatively similar characteristics, namely both the schools as the trial sample and the research sample were in the YPPK leadership and in the central region of the Papua Province Capital. Data analysis techniques used parametric inferential statistics (simple linear regression) with the help of SPSS Version 20.0 Software.

RESULTS AND DISCUSSION

Based on the results of a simple regression analysis using a significance level of 0.05 it can be seen that the significance value obtained is $0.000 < 0.05$, so, H_0 is rejected and H_a is accepted. This means that the hypothesis that there is a significant positive influence on the principal's leadership based on emotional intelligence on the school climate in Jayapura City YPPK High School Papua is “accepted”.

To determine the influence of the principals leadership variable based on emotional intelligence (X) on the school climate (Y), it can be seen from the R^2 value of 0.633 positive (+) which means that every time there is an increase in principals based on emotional intelligence (X) leadership will increase the school climate (Y) by 63.3% who are in the high category. While 36.7% was influenced by other variables not examined in this study.

Based on the results of testing the hypothesis that has been explained previously that the leadership of principals based on emotional intelligence turned out to have a significant positive effect on the school climate. The meaning of the results of this study shows that the

higher the level of leadership of principals based on emotional intelligence, the more the school climate increases. So, the results of this study provide information that if principals, governments and various parties, especially those related to efforts to create a conducive school climate, then one of the ways is to implement the principal's leadership based on emotional intelligence in the management of education units.

The results of this study also prove that the principal's leadership based on emotional intelligence is able to contribute 63.3% or are in the high category of the school climate. The results of this study in other words say that the leadership indicators of principals based on emotional intelligence in this study are referred to by Goleman *et al.* (2004) such as leaders who have self-awareness, self-management, social awareness and can manage relationships with others it has been well implemented the head of the Taruna Bakti Waena High School YPPK and YPPK High School Taruna Dharma, Kota Raja in Jayapura City in the Papua Province in creating a school climate.

Rohiat (2008)'s view, reinforces the results of this study saying that principals who have self-awareness can usually listen to their conscience in carrying out their work. If the principal is sad, he is very aware of the reason. "Principals who have high self-awareness have leadership characteristics that are oriented towards understanding self-intelligence being able to assess themselves accurately and have high self-confidence. What the principal has done so far is in line with the opinion of Sunar (2010) that self-management is related to controlling emotions and encouraging one's heart and adapting to circumstances. The principal who is able to manage himself well is usually not provoked by the situation and conditions that disturb him".

The results of the evidence in this study also showed that the principals in YPPK High School in Jayapura City were able to control themselves, so, as to have a positive impact on the school. Wijaya (2007) that a leader must have strong principles and are not easily influenced by anything because everyone is basically a leader both for himself and for others. He is able to lead himself and be able to influence his subordinates not to be emotional but with a feeling of coolness in the school atmosphere, not the other way around. The principal in carrying out his leadership is not based on feelings of anger but by having intelligence in controlling himself. So, self-control and leadership are needed, especially when dealing with very complex and complex leadership affairs.

The principal's leadership which is based on emotional maturity such as the ability to know and understand others, manage themselves have self-

awareness and be able to manage relationships with school components and partners can in fact create a conducive school climate. Goleman *et al.* (2004) say "emotionally intelligent leaders build resonance by listening and aligning themselves with the feelings of others their feelings and others and guiding them". Another characteristic of emotionally intelligent leaders, learning to refrain from hearing other people including their subordinates because this kind of atmosphere has a psychological impact on their subordinates such as feeling cared for appreciated, meaningful and cultivating self-confidence and courage to express their opinions in front of others. Other positive values from subordinate hearing leaders are as a way to collect multi-benefit data and information in addition to subordinates and leaders but also to attempt to equalize perceptions of tasks that must be done individually and in the organizational work team.

The support of other experts on the results of this study was stated by Suharsaputra (2016) that principals based on emotional intelligence can be seen from the characteristics of leadership such as giving primary attention to the involvement of teachers in decision making and determining priorities, maintaining the issue of learning as a center of innovation and change in schools and provides opportunities for teachers to play an active role in developing their work, creating resonance by expressing consistently normal and shared and collaborative values that affirm the school's vision, they position shared agencies with provide opportunities for all school interests to work together and they give to feel valued and respected.

The results of this study support the findings of Taliadoron and Pashiardis (2015) that emotional intelligence and negotiation skills have a relationship with the educational leadership style that they apply and are related to teacher satisfaction in school. The Pandanan illustrates that the ability of leaders to manage and use their emotions intelligently is an important part to be continuously improved, especially in creating intimacy and relief in work.

Research by Iskandar (2013), illustrates and supports this research as well that the application of intelligence-based leadership concludes that leadership efforts through four aspects of emotional intelligence are: emotional control which is caused by life events, work pressure and personal problems, understanding of emotional intelligence, namely understanding the feelings of oneself and others, the ability of emotional intelligence that is actualizing self-potential and the ability to move others to work together and participate to achieve school goals and values and beliefs of intelligence emotional,

namely promoting love and integrity in carrying out policies together with others. The results of this study are also in accordance with the results of research conducted by Soul on the structural relationship between principal leadership, teacher emotional intelligence and teacher competency with school effectiveness concluding that most teachers have very high principal's perceptions of leadership. Manifest variables that contribute the most are Dhanaba Brata with indicators governing neatness of subordinate work and giving good examples to subordinates. This means that all heads of Public Middle Schools in Tabanan Regency, Bali Province, apply Hindu leadership and the teachers perceive that the principal's behavior provides a good example for his subordinates. In addition, it was found that there was a significant positive relationship between the principal's leadership and the teacher's emotional intelligence in the District Middle School.

This study also supports government policy in the Minister of National Education Regulation (Permendiknas) No. 13 of 2007 such as personality competencies, especially items 1.3-1.5 which are in direct contact with the principal's leadership based on emotional intelligence in this study, namely the principal expected to have a strong desire in self-development, be open in carrying out basic tasks and functions and be able to control themselves in facing work problems. In addition to personality competencies, also social competencies such as items 4.1 and 4.3 which can work with other parties for the benefit of schools/madrasas and have social sensitivity to other people or groups (Anonymous, 2010).

The trust given by the government and the community as principals can be maintained, among others by always looking at the indicators set by the government and also strengthened by the four indicators of KKSBBKE in this study (self-awareness, self-management, social awareness and relationship management), thus, the school will be led by people who are intelligent in managing emotions for themselves and others including their subordinates.

CONCLUSION

Based on the results of the previous analysis and discussion, it can be concluded that the leadership of the principal based on emotional intelligence has a significant positive effect on the climate of the school in Jayapura City YPPK High School, Papua. This is evidenced by a significant value of $0.00 < 0.005$. This means that the higher the level of leadership of the principal based on emotional

intelligence, the higher the influence on the school climate. The amount of influence is 63.3% (high category). Based on these findings, it can be recommended that the leadership of the principal based on emotional intelligence needs to be implemented in various leadership activities in general and the education unit in particular in creating a conducive school climate. In addition, the development of the substance of the educational leadership curriculum and organizational behavior in LPTK/FKIP and sustainable professional development through the activities of the principal working group (K3S) and the school supervisory working group (K2PS) in an effort to support the Minister of National Education Regulation Number 13 and 19 of 2007 (Anonymous, 2009).

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