

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP SCHOOL PRINCIPALS AND TEACHERS' EMOTIONAL INTELLIGENCE ON THE PROFESSIONAL COMPETENCE OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

This research aims to examine the influence of principals' transformational leadership and teachers' emotional intelligence on the professional competence of state elementary school teachers in Beji Depok District. The method used is a quantitative method using a causal survey method with a path analysis approach. The population in this study was 168 public elementary school teachers in Beji Depok District. The sample amounted to 1141 using the formula developed by Slovin. Data analysis techniques using SPSS. The conclusions of this research are: 1) There is a positive and significant influence of the principal's transformational leadership on the professional competence of public elementary school teachers, 2) There is a positive and significant influence of teacher emotional intelligence on the professional competence of public elementary school teachers. and 3) There is a positive and significant influence of the Principal's transformational leadership on the emotional intelligence of state elementary school teachers. The implications of this research are: 1) The implications of increasing teacher professional competence by optimizing the transformational leadership of school principals through: influencing charismatically, inspiring, stimulating and providing individual sensitivity. 2) The implications of increasing teacher emotional intelligence through: providing self-awareness, managing one's emotions, motivating oneself, recognizing other people's emotions and demonstrating social skills. 3) The implications of increasing teachers' emotional intelligence by optimizing the head's transformational leadership, for example by providing: role models for teachers, providing clear direction and instructions for teachers and rewarding teachers who can manage their emotional intelligence better.

Keywords: *Teacher professional competence, school principal transformational leadership, teacher emotional*

INTRODUCTION

Teachers are professionals in the field of teaching and education, referring to National Education Law Number 20 of 2003 concerning the National Education System Article 1 Point 14. Effective action as a professional in the field of teaching must have knowledge and expertise, emotional intelligence and motivation as learning objectives. The knowledge and expertise within a teacher has an impact on personality in carrying out professionalism in addition to following technological developments appropriately in responding to current developments and from time to time, especially the use of information technology in this case has helped a lot in improving the quality of developing a teacher's self to adapt with the development of this technology (Nuryani, 2020).

Competency comes from the word competency which means ability, capability, proficiency, qualification, eligibility (meeting requirements), readiness, skill and adequacy (Febriana, 2019). On basic abilities, there are several expert views regarding professional competence, as stated by Cooper in (Hatta, 2018), namely: a. have knowledge about learning and human behavior; b. have knowledge and mastery of the subject/field of study being taught; c. have the right attitude about oneself, school, colleagues and the field of study they are studying, and d. have skills in teaching techniques. These professional competencies include: a. mastery of subject matter which consists of mastery of the material that must be taught and the basic scientific concepts taught from the material taught; b. mastery and appreciation of the foundations and insights of education and teaching, and c. mastery of the student learning teacher education process (Hatta, 2018).

Pre-research results dated March 15 2023 through interviews with several teachers show that problems regarding teacher professional competence are caused by various factors, including: 1) low teacher achievement motivation, 2) low teacher interest in reading, 3) teacher welfare is still lacking, 4) learning media which are less functional, 5) teachers' inability to manage the class, 6), teachers do not have optimal creativity and innovation in the learning process, 7) teachers lack mastery of the learning material, 8) teachers are still seen entering and leaving the classroom not on time.

Teachers' professional competence is influenced by several other factors such as leadership style. Problems related to leadership are a problem for every organization, especially in educational institutions, leadership has a central role in the performance of an organization and in creating progressive policies. At this stage, the type of transformational leadership style begins to emerge along with the development of times and changes in the nature of individuals who are more visionary, in the case of leadership, especially the transformational leadership style has been identified as a very different approach. Leaders signal their subordinates to support organizational change so that there is potential for changes in organizational performance in a better and more productive direction. Based on pre-research, the principal has not been able to guide, influence and lead the school community to achieve the school's vision and mission, has not communicated effectively, has not provided optimal enthusiasm, has not wanted to listen to input and has not been able to pay attention to the needs of subordinates.

Leaders who can motivate their subordinates to do better with what the subordinates actually expect by increasing the value of the task, by encouraging subordinates to sacrifice their own interests for the sake of the interests of the organization along with raising the level of subordinates' needs to a better level are called characteristics of transformational leaders (Rivai, 2016) The results of the SITOREM analysis show that the improved priority components of transformational, self-efficacy, and organizational learning and management effectiveness are: 1) Systems Thinking, 2) Team Learning; 3) Individual Considerations, 4) General, 5) Planning, 6) Organizing, and 7) (Trimulyo, Joko, 2021).

Another factor that influences a teacher's professional competence is emotional intelligence, which is one that has an influence on performance. The times with the development of technology and the presence of globalization have created different ideas about work in organizations. Emotional intelligence is an indicator that every human being has, especially a teacher in an educational institution. The teacher's output performance is largely determined by the teacher's psychological factors, namely emotional intelligence. Emotional intelligence is currently an interesting topic of discussion in the field of human resource management (Goleman, 2002). Emotional intelligence is a person's ability to assess emotions in oneself and others, understand the meaning of emotions, and regulate one's emotions regularly (Robbins, Stephen & Judge, 2013).

Based on the results of initial observations at one of the state elementary schools in Beji Depok, it shows that a teacher who has high intellectual intelligence does not guarantee success in learning, but a teacher who has moderate intellectual intelligence but high emotional intelligence has a greater chance of success in learning activities. This teacher's professional competence will affect the entire organization, and therefore, if someone has high emotional intelligence they will do their job well and they will work effectively in a major way by dealing with their own emotions.

At this stage, emotional intelligence is an important indicator that every teacher must have. Apart from that, a transformational leadership style should be owned by a leader of an organization, including a school. Researchers have conducted interviews with teachers at elementary schools in Beji Depok regarding emotional intelligence issues. The results of the interview were that the process of managing one's emotions was dominant at 40% and social skills at 30%. Based on the results of interviews and preliminary observations and supported by previous research, the researcher was interested in conducting research on "the influence of transformational leadership and teacher emotional intelligence on the professional competence of elementary school teachers in Beji Depok District."

METHOD

In this research, the method used is a causal survey method with a path analysis approach. The form of research in this thesis is quantitative research. Relevant data is collected using questionnaire techniques. A list of questions was distributed to respondents to obtain data on answers or opinions of respondents related to research variables including teacher professional competence, transformational leadership and emotional intelligence of school principals. The type of data collected in this research includes primary data obtained from respondents.

This research uses a questionnaire as a tool to collect data. Data were analyzed descriptively and inferential analysis. Descriptive analysis consists of presenting data with histograms, polygons, calculating the mean, median, mode, standard deviation, variance and theoretical range for each variable. Inferential analysis (hypothesis testing) using path analysis previously needs to be tested for data analysis requirements, namely normality, homogeneity and regression linearity tests. The entire hypothesis testing analysis was carried out using SPSS (Statistical Package for Social Science) software version-24

FINDINGS AND DISCUSSION

1. The positive direct influence of Transformational Leadership on Professional Competence

Based on the research results above, it can be concluded that Transformational Leadership has a direct positive effect on the Professional Competence of Elementary School teachers in Beji District, Depok. This is proven by the results of the t test statistical test for Transformational Leadership with a calculated t value of 4,578 with a significant value of 0.000 which is smaller

than 0.05, and $\beta = 0.349$. This means that Transformational Leadership has a direct positive effect on Professional Competence. The results of this research provide implications for teachers to improve Transformational Leadership to increase Professional Competence.

A transformational leadership style has the following characteristics: a. Emotional intelligence towards spiritual values is the most prominent characteristic of transformational leaders. The principal embodies personal integrity, exuding energy, vitality, and a strong will to act. b. Inspirational Vision Having a vision that is able to provide inspiration in the form of the ability to realize the vision that has been set by the school, supported by positive inspiration from the future, as well as clear direction on how to achieve the school's vision. c. Good relationships Transformational school principals respect good relationships with everyone, which is manifested in the form of caring for other people and considering them to be the greatest asset for the school. Leader. Transformational emphasizes a partnership approach and creates a shared vision and meaning with others. d. Innovative. Transformational school principals dare to take innovative steps. He is able to change paradigms, which are no longer in line with current developments, then create innovative strategies with conceptual, systemic, strategic and applicable thinking.

At this stage, good communication activities are needed between leaders and members. How to communicate is very important for a leader because it will influence the success of his subordinates in carrying out their duties. The leader's way of communicating, in this case the principal, will have an influence on the teacher's work motivation to carry out their duties as well as possible. Based on this description, it can be understood that it is assumed that each of the three variables to be studied has a relationship that influences each other and has a very important role in learning and educational activities as well as a role in improving the quality of education (Jabir et al., 2014).

2. Direct positive influence of Emotional Intelligence on Professional Competence

Based on the research results above, it can be stated that Emotional Intelligence has a direct positive effect on the Professional Competence of Public Elementary School Teachers in Beji Depok District. This is proven by the results of the t test statistical test for Emotional Intelligence with a calculated t value of 6,213 with a significant value of 0.000 which is smaller than 0.05, and $\beta = 0.474$. This means that Emotional Intelligence has a direct positive effect on Professional Competence. The results of this research provide implications for teachers to increase their Emotional Intelligence to improve Professional Competence.

Emotional intelligence is a form of alignment with organizational goals, organizational tasks and feelings of loyalty to the organization. This sense of partiality shows his desire to continue working and survive in an organization. A teacher's emotional intelligence towards work will lead to a higher sense of responsibility and loyalty. Teachers are able to produce emotional intelligence, and only with high emotional intelligence can a government agency be able to produce good performance. If teachers have high emotional intelligence towards the organization and are satisfied in doing their work, their work performance and effectiveness will increase.

Teachers' professional competence will be achieved if human emotional intelligence can be implemented consistently and continuously. Teachers with high emotional intelligence will carry out all tasks and roles as well as possible with a full sense of responsibility. If all teachers in a school have high emotional intelligence regarding educational learning outcomes and carry out all tasks in accordance with the vision, mission and goals of the school, work effectiveness will be obtained with maximum results.

It further strengthens that one way to improve teachers' professional competence is by providing employees with emotional intelligence. This is because having emotional intelligence means providing stimulation for all employees to be able to work appropriately to achieve goals.

Achieving the goals referred to here is both organizational goals and individual goals, so that individuals will play an active role in carrying out work, so that individual work effectiveness will increase, and at the same time will also increase organizational effectiveness.

3. The positive direct influence of Transformational Leadership on Emotional Intelligence

Based on the research results above, it can be stated that Transformational Leadership has a direct positive effect on the Emotional Intelligence of State Elementary School principals in Beji Depok District. This is proven by the results of the t test statistical test for Transformational Leadership with a calculated t value of 5.977 with a significant value of 0.000 which is smaller than 0.05, and $\beta = 0.492$. This means that Transformational Leadership has a direct positive effect on Emotional Intelligence. The results of this research provide implications for teachers to implement Transformational Leadership so that they can increase the Emotional Intelligence of school principals.

A teacher who has high emotional intelligence will always maintain the organization by fully participating in the organization. One of the participations carried out by teachers is by maintaining existing infrastructure at the school. Maintenance of infrastructure carried out by various parties will add to the list of the age of the infrastructure. Infrastructure facilities will be utilized as efficiently as possible and avoid purchasing infrastructure which results in wasting the budget.

Leaders must work to communicate the vision that must be achieved by themselves, and achieved by others. Leaders must know aspects related to the vision, and be able to convey it to others. Some of the competencies that a transformational leader must have are: having an idea of what you want to achieve and when it will be achieved, thinking about the current position of the business and the desired position in the future, considering what you want to do, technology, procedures, organization and other factors that might influence plans, setting specific goals and strategies to achieve targets, being able to anticipate/consider potential obstacles and developing emergency plans to overcome those obstacles, trying to find new alternative solutions by paying attention to issues, opportunities and problems, having the courage to take risks, and considers failure as an opportunity rather than a setback, knows how to connect one's goals with the organization's goals, can align the duties and work of each department throughout the organization, that in achieving one's goals, one must create harmonious relationships, inside and outside the organization. Actively seeks collaboration opportunities with various individual departments and groups. Visionary leaders are able to regularly take part in training and other types of development, inside and outside the organization, are able to test interactions, negative/positive, so are able to study situations, pursue collaboration opportunities and take part in projects that expand knowledge. Leaders who have transformational abilities can recognize change, which is important for growth and development. The transformational leadership model is a responsible and accountable alternative in fostering emotional intelligence behavior.

CONCLUSION

Based on the research results, it can be concluded as follows:

1. There is a positive and significant influence of Transformational Leadership on the Professional Competence of Public Elementary School teachers in Beji Depok District
2. There is a positive and significant influence of Emotional Intelligence on the Professional Competence of Public Elementary School teachers in Beji Depok District
3. There is a positive and significant influence of Transformational Leadership on the Emotional Intelligence of State Elementary School Principals in Beji Depok District

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