

THE INFLUENCE OF LEADERSHIP EMOTIONAL INTELLIGENCE AND COMMITMENT OF SCHOOL ORGANIZATION ON SELF EFFICACY

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ABSTRACT

The aim of this research was to reveal the influence of Leadership Emotional Intelligence (x_1) and Commitment of School Organization (x_2) on Teacher Self Efficacy (x_3). Hypotheses tested: (1) there is a direct and positive influence of Leadership Emotional Intelligence on Teacher Self Efficacy, (2) there is a direct and positive influence of Commitment of School Organization on Teacher Self Efficacy, (3) there is a direct and positive influence of Leadership Emotional Intelligence on Commitment of School Organization. Applying Slovin Formula, 109 teachers were proportionally and randomly surveyed out of population 151 teachers. The researcher used validated and reliable questionnaires for collecting data. Croanbach's reliability tested Likert Scales. Statistical requirements for analyses were fulfilled using test of normality (Liliefors), test of linearity and test of homogeneity. In this study the researcher used simple regression and path analyses and found that Leadership Emotional Intelligence and Commitment of School Organization have direct and positive influence on Teacher Self Efficacy.

Keywords: Teacher Self Efficacy; Leadership Emotional Intelligence; Commitment of School Organization

ABSTRAK

Penelitian ini bertujuan untuk mengungkapkan pengaruh Kecerdasan Emosional Kepemimpinan (X_1) dan Komitmen Organisasi Sekolah (X_2) terhadap Self Efficacy Guru (X_3). Hipotesis yang diuji adalah (1) terdapat pengaruh langsung positif Kecerdasan Emosional Kepemimpinan terhadap Self Efficacy Guru, (2) terdapat pengaruh langsung positif Komitmen Organisasi Sekolah terhadap Self Efficacy Guru, (3) terdapat pengaruh langsung positif Kecerdasan Emosional Kepemimpinan terhadap Komitmen Organisasi Sekolah. Jumlah sampel ditentukan sebanyak 109 guru dengan rumus Slovin dari populasi sebanyak 151. Survey ini menggunakan kuesioner model Likert yang terlebih dahulu divalidasi dan dihitung koefisien reliabilitasnya. Persyaratan analisis data dilakukan dengan uji normalitas (Liliefors), uji homogenitas dan uji linearitas. Dalam survey ini peneliti menggunakan regresi sederhana dan analisis jalur dan menyimpulkan bahwa terdapat pengaruh langsung dan positif Kecerdasan Emosional dan Komitmen Organisasi terhadap Self Efficacy guru.

Kata Kunci: Self Efficacy Guru; Kecerdasan Emosional Kepemimpinan; Komitmen Organisasi

INTRODUCTION

A principal is a functional staff teacher who is given the task to lead a school where teaching and learning process is held or where there is interaction between the teacher who gives lessons and students who receive lessons. By definition, a principal can be said to be a leader in an education unit whose job is to run an education unit.

The principal's leadership is one of the factors that can encourage the success of the school to realize the vision, mission, goals and objectives of the school through programs in a planned and gradual manner. Therefore, the quality of the principal's leadership is a key to school success. Principals who succeed are those who understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given the responsibility to lead the school so as to realize a positive organizational commitment so that from self efficacy the teacher is able to build a quality education culture that can be implemented together with stakeholders.

A good leader is the one who has emotional intelligence, is able to understand the impact of her or his personal behavior on people in the organization. Organization must improve and build the trust of its employees, consumers, stakeholders and the wider community. The center of the building of the trust is the leaders, what they defend and how they lead. Good leaders really understand the impact, their personal behavior on people in the organization they lead. They consciously control their behavior to ensure the desired results.

The contribution of emotional intelligence to the success of a leader is reflected in knowledge applied and developed throughout her or his life. Emotional intelligence is very influential on one's leadership, because effective leadership has four elements of emotional intelligence, namely: Self-awareness; Self management; Social awareness and relationship management. Emotional intelligence also affects the organization. Organizations, with individuals having adequate emotional intelligence, will be able to perform well and have high productivity.

In collaboration with teachers, the provision of commitment through principal's leadership is measured by the teacher's performance. The teacher's performance will be good if the teacher has carried out the elements consisting of loyalty and high commitment to the task of teaching, mastering and developing learning materials, discipline in teaching and other tasks, creativity in carrying out teaching, cooperation with all school residents. Leadership provides a role model, good personality, honest and objective guidance as well as responsibility for students. In an effort to improve quality and professionalism, teachers must have a high commitment to their work for which he is responsible. High commitment, strong loyalty and willingness to work play an active role in improving the quality of education. In addition, under such condition the teacher will be more disciplined. Being supported by a good work environment, the teacher's performance will also increase.

Based on observations done in primary schools in Tebet District, South Jakarta, the data showed that headmasters lacked of understanding of emotional intelligence in leading their schools. As a result, those schools had no organizational commitment to bring the schools reach their goals. Commitment has an important role especially in enhancing one's performance; this is due to the commitment becomes a reference and encouragement that makes them more responsible to their obligations. The leadership style of the two schools which tends to be authoritarian and democratic, the self-efficacy of the teacher does not find self-confidence and even motivates him in his competence to open the space for a foundation to improve the quality of his performance.

Referring to the concept of emotional intelligence in the leadership of school principals and school organizational commitment that occurs in schools indicates that there are still gaps in the level of understanding and application. This can be seen from several indications, including the following: 1). Social skills, the difficulty of leadership attitude in handling emotions well when dealing with other people. The social skills of the principal have not been established that coordinate wisely in resolving disputes, negotiations, and cooperating in many ways, so as to produce tolerance and harmonious cooperation. 2). Collaborative management, lack of collaboration between school principals and school structure because authoritarian leadership makes every decision always under pressure from the principal without knowing the conditions of the school organization's climate and the absence of school organizational commitment which is the place for stakeholder collaboration. 3). Performance development, psychological and emotional demands on work; Depersonalization is the process of balancing the demands of work with individual abilities that are done to overcome emotional fatigue, low personal accomplishment or low self-esteem is a feeling that one's actions and benefits are futile and worthless.

Self-Efficacy

The self-efficacy theory is derived from Albert Bandura's social learning theory. According to Bandura, Self-Efficacy is "human belief in their ability to train a number of measures of control over their functions and events in their environment," and he also believes that "Self-Efficacy is the foundation of human agency". (Bandura, 2005: 270).

Based on the above opinion it can be concluded that Self-Efficacy is the controlling ability of humans to trust from within in managing themselves in different environmental conditions. Basically, Self-Efficacy is a basis of human self-confidence. Baron and Byrne suggested that Self-Efficacy is an individual's assessment of his ability or competence to do a task, achieve a goal and produce something. (Baron, R, & Byrne, 2004).

According to the above opinion it can be concluded that Self-Efficacy is the ability of a person in carrying out a task by producing a goal to be achieved. This individual ability makes an assessment of the competence possessed by him to carry out a given task. According to Bandura, there are several factors that influence self-efficacy, namely: gender, age, level of education and work experience. Self-efficacy is formed through a social learning process that can occur in an

organization or company. Self-efficacy is formed as a process of adaptation and learning in the company. The longer a person works, the higher the self-efficacy he has in a particular field of work. However, it does not rule out the possibility of self-efficacy to remain or decrease. This depends on how successes and failures affect it.

Emotional Intelligence

Daniel Golman states that emotional intelligence is the ability to motivate yourself and the ability to manage emotions well in yourself and in relationships with others in coping with frustration, controlling impulses, not exaggerating pleasure, regulating moods and keeping the stress burden not paralyzing the ability to think and empathize. (Goleman, 1996: 45). From the above opinion it can be concluded that emotional intelligence is a set of abilities to feel and express emotions, assimilate emotions in thinking, understanding and reasoning with emotions, and connecting emotions in yourself and others. According to Gardner, personal intelligence consists of: "interpersonal intelligence that is the ability to understand others, what motivates them, how they work, how to work shoulder to shoulder with intelligence. Whereas intra-personal intelligence is a correlative ability, but directed inwardly. This ability is the ability to form a self-model that is rigorous and refers to oneself and the ability to use capital as a tool to lead life effectively." (Goleman, 2000).

According to Robbins, emotional intelligence shows a mixture of non-cognitive skills, capabilities and competencies that influence the ability of people to succeed in overcoming environmental demands and pressures. (Robbins, 2003: 144). There are five main elements in emotional intelligence, namely: self-awareness, self-control, motivation, empathy, and social skills.

Organizational Commitment

According to Chusmir in L.N's book. Jewel states that work commitment is a product of three groups of influence: personal, external or situational and perceptual. Work commitment can be defined as the degree of an individual's relationship looking at himself with his work in a particular organization. (Jewel & Siegall, 1998)

Greenberg and Baron provide an understanding of organizational commitment as a level where individuals identify and engage with the organization and / or do not leave it. From the above theory it can be concluded that work commitment is a relationship between individuals in a work group that influences the prevailing norms in the organization.

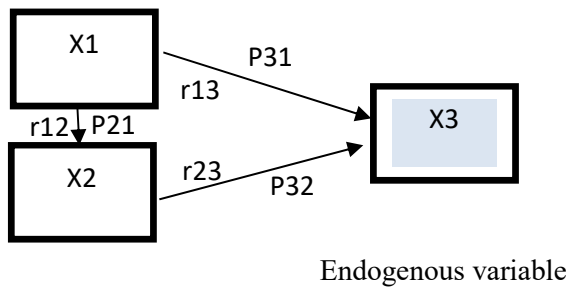
There are several different approaches to defining organizational commitment, namely attitudinal commitment and behavioral commitment. Attitudinal commitment focuses on the individual's thinking process about their relationship with the organization. Individuals will consider the suitability of their values and goals with the organization. High organizational commitment will be demonstrated by strong confidence and acceptance of the values and goals of

the organization. While the behavioral approach is related to the process by which the individual has been bound to a particular organization. Individual commitment is indicated by action. For example, individuals with high commitment will remain in the organization and will have a positive view of the organization. In addition, individuals will show consistent behavior to still have a positive self-perception.

METHOD

This study used field research method through emotional intelligence surveys. The researcher used questionnaires to collect primary data from 109 respondents out of 137 teachers in the population. The researcher uses correlation, regression and path analyses as statistical tools in interpreting figures to measure relationship among variables and the influence of independent variables on dependent variable. Meantime the researcher developed research design, survey instruments and prepared theoretical model. To see the influence of exogenous on endogenous variables, the researcher designed the constellation of variables hereunder:

Exogenous variable



Note:

- X₁ = Headmaster’s emotional intelligence
- X₂ = School organization commitment
- X₃ = Teacher’s *Self Efficacy*

Figure 1. Exogenous dan endogenous variables

Findings and Discussion

Teacher Self-Efficacy (X₃)

Based on the Teacher's Self Efficacy instrument given to 109 Respondents, the data frequency distribution shows that the highest score of teacher’s Self Efficacy is 137, and the lowest score is 85, average (\bar{X}) = 117.07 with a standard deviation (S) = 11.76, Mode (Mo) = 104 and median (Me) = 117.5. Data frequency distribution per class is presented in the table as follows:

Table 1. Distribution of Absolute and relative frequencies of teacher’s self efficacy (X₃)

Interval	Class Midpoint	Lower Limit	Upper Limit	Frequency	
				Absolute	Relative (%)
85 – 91	88	84,5	91,5	3	2,8
92 – 98	95	91,5	98,5	6	5,5
99 – 105	102	98,5	105,5	15	13,8
106 – 112	109	105,5	112,5	17	15,5
113 – 119	116	112,5	119,5	23	21,1
120 – 126	123	119,5	126,5	20	18,3
127 – 133	130	126,5	133,5	21	19,3
134 – 140	137	133,5	140,5	4	3,7
Σ				109	100

Variables of Leadership Emotional Intelligence Skills (X₁)

Based on Emotional Intelligence Leadership instrument given to 109 Respondents, the data frequency distribution shows that highest score of Emotional Intelligence Leadership is 134, and the lowest score is 80, average (\bar{X}) = 117.21 with a standard deviation (s) = 11.73, Mode (Mo) = 119 and median (Me) = 118. Data frequency distribution per class is presented in the table as follows:

Table 2. Distribution of absolute and relative frequencies of leadership emotional intelligence (X₁)

Interval	Class Midpoint	Lower Limit	Upper Limit	Frequency	
				Absolute	Relative (%)
80 – 86	83	79,5	86,5	3	2,8
87 – 93	90	86,5	93,5	3	2,8
94 – 100	97	93,5	100,5	5	4,5
101 – 107	104	100,5	107,5	12	11,0
108 – 114	111	107,5	114,5	19	17,4
115 – 121	118	114,5	121,5	29	26,6
122 – 128	125	121,5	128,5	17	15,6
129 – 135	132	128,5	135,5	21	19,3
Σ				109	100

Variable of School Organizational Commitment (X₂)

Based on School Organizational Commitment instrument given to 109 Respondents, the data frequency distribution shows that the highest score of School Organizational Commitment is 120, and the lowest score is 97, average (\bar{X}) = 109.05 with a standard deviation (s) = 5.45, Mode

(Mo) = 106 and median (Me) = 109. Data frequency distribution per class is presented in the table as follows:

Table 3. Distribution of absolute and relative frequencies of School Organizational Commitment (X₂)

Interval	Class Midpoint	Lower Limit	Upper Limit	Frequency	
				Absolute	Relative (%)
97 – 99	98	96,5	99,5	7	6,4
100 – 102	101	99,5	102,5	9	8,3
103 – 105	104	102,5	105,5	23	21.1
106 – 108	107	105,5	108,5	21	19,3
109 – 111	110	108,5	111,5	19	17,4
112 – 114	113	111,5	114,5	19	17,4
115 – 117	116	114,5	117,5	9	8,3
118 – 120	119	117,5	120,5	2	1,8
Σ				109	100

Liliefors Test determines that H₀ will be accepted if it is likely to occur equal to or greater than the critical value at the significance level of alpha (α) 0.05 or If L-value \leq L-table; then H₀ is accepted and concluded that the data come from the population with normal distribution.

Table 4. Test of Normality using Liliefors.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Leadership Emotional Intelligence (X ₁)	.082	10	.05	.946	109	.000
School Organizational Commitment (X ₂)	.065	10	.20	.982	109	.150
Teacher Self Efficacy(X ₃)	.083	10	.06	.970	109	.014
		9	0*			
		9	3			

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The calculation of the normality test using SPSS V.20 program, the leadership emotional intelligence variable (X₁) produces L_{value} = 0.082 and L_{table} = 0.084. Since L_{value} < L_{table}, it can be concluded the data are normally distributed.

The calculation of the normality test of the School Organizational Commitment Variable (X₂) produces L_{value} = 0.065 and L_{table} = 0.084. Since L_{value} < L_{table} it can be concluded the data is normally distributed. The calculation of the normality test of the Self Efficacy Variable produces

$L_{\text{value}} = 0.083$ and $L_{\text{table}} = 0.084$. Since $L_{\text{value}} < L_{\text{table}}$, it can be concluded the data are normally distributed.

Path Analysis / Path Coefficient and Significance Test

1. Data description

The followings are correlation and path coefficients found in the study.

$r_{12} = 0,334$

$r_{13} = 0,420$

$r_{23} = 0,329$

1. Correlation Matrix

	X ₁	X ₂	X ₃
X ₁	1	0,334	0,420
X ₂		1	0,329
X ₃			1

From the results of the calculations above, the path diagram of the three variables of Emotional Leadership Intelligence, School Organizational Commitment, and Teacher's Self Efficacy can be described as follows:

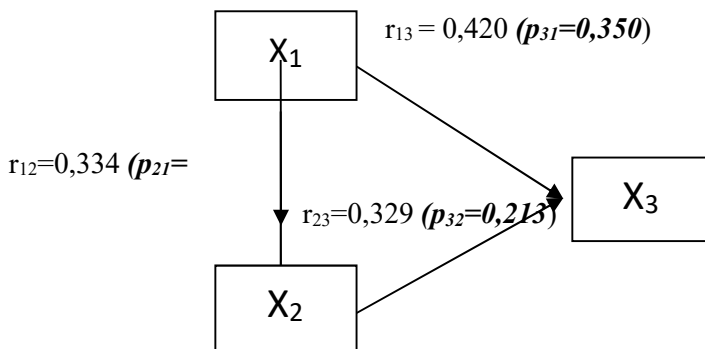


Figure 2. Path constellation

Based on the results of the analysis it can be known the characteristics of each variable and relationship as well as the influence between variables and the characteristics of each variable as follows:

1. Effect of Emotional Leadership Intelligence (X₁) on Teacher Self Efficacy (X₃)

Simple linear regression analysis of the pair of research data variables of Emotional Leadership Intelligence (X₁) and the Teacher's Self Efficacy (X₃) produces a regression coefficient of 0.416 and a constant of 68.224. Statistical tests above shows that the hypothesis of positive direct

influence Emotional Intelligence Leadership on Teacher Self Efficacy can be accepted, this can be known by the results of the calculation of the t test where $t > t_{table}$ ($4,778 > 1,662$). Based on the results of the calculation of the product moment correlation coefficient formula can be known that path coefficient ($p_{31} = 0.350$) at $\alpha = 0.05$, $r > r_{table}$ ($0.420 > 0.195$). This means that there is a positive direct effect of Emotional Leadership Intelligence on Self Efficacy Teachers. As to indicators of variable (X_1), the highest score is indicator number 16, the principal has the ability to influence others and the lowest score variable (X_1) is found in indicator number 30, the principal is able to collaborate with peers in carrying out the task. Whereas the highest variable indicator (X_3) is found in indicator number 8, that is, confidence in completing each task given and the lowest score variable (X_3) is found in indicator number 27, namely submitting an opinion in solving problems in the work environment, with a coefficient of determination equal to $r^2_{13} = 0.176$, this means that 17.6% variation of Teacher's Self Efficacy (X_3) is influenced by leadership emotional intelligence (X_1).

2. Effect of School Organizational Commitment (X_2) on Teacher Self Efficacy (X_3)

Simple linear regression analysis of the pair of research data between School Organizational Commitment (X_2) on the Teacher's Self Efficacy (X_3) produces a regression coefficient of 0.713 and a constant of 39.105. Statistical tests above show that the hypothesis is accepted. It means that there is a significance effect of School Organizational Commitment on Teacher Self Efficacy. This can be known by the calculation of the t test where $t > t_{table}$ ($3,598 > 1,662$). Further calculation of the product moment correlation coefficient formula shows path coefficient ($p_{32} = 0.213$) at $\alpha = 0.05$, $r > r_{table}$ ($0.329 > 0.195$) meaning that there is a direct positive influence of the School Organizational Commitment on Teacher Self Efficacy. As to indicators of variable (X_2) the highest score is indicator number 1 is the school organizational values. The lowest score found in indicator number 10, which is willingness to carry out heavy tasks for the benefit of the organization. Whereas the highest score of indicator for variable indicator X_3 is found in indicator number 8, that is, confidence in completing each task given and the lowest score variable (X_3) is found in indicator number 27, namely submitting an opinion in solving problems in the work environment. Coefficient of determination equals to $r^2_{23} = 0.108$. This means that 10.8% of variation in Teacher Self Efficacy (X_3) is influenced by School Organizational Commitment (X_2).

3. Effect of Emotional Leadership Intelligence (X_1) on School Organizational Commitment (X_2)

Simple linear regression analysis of pairs of research data between Emotional Leadership Intelligence (X_1) on School Organizational Commitment (X_2) produces a regression coefficient of 0.152 and a constant of 91.201. Statistical tests above show that the hypothesis of the influence of Emotional Leadership Intelligence on School Organizational Commitment is accepted. this can be

known by calculation of the t test where $t > t_{table}$ ($3.660 > 1.662$), Further calculation of the product moment correlation coefficient formula shows that $r > r_{table}$ ($0.334 > 0.195$) and path coefficient ($p_{21} = 0.334$) at $\alpha = 0.05$, indicating a positive direct influence of Emotional Intelligence Leadership on School Organizational Commitments. The indicator highest score of variable principal has the ability to influence others (X_1) is indicator number 16, the and the lowest score is indicator number 30. The principal is able to collaborate with peers in carrying out tasks. While the indicator variable (X_2), the highest score is found in indicator number 1 namely the values of school organization confidence in carrying out the task. The lowest score is in indicator number 10 that is willingness to carry out heavy tasks for the benefit of the organization. The coefficient of determination of $r^2_{12} = 0.111$. This means that 11.1% of the Commitment (X_2) variation is influenced by Leadership Emotional Intelligence (X_1).

CONCLUSIONS

This study concludes that there is a positive direct effect of leadership emotional intelligence on teachers' self efficacy at 10 Elementary Schools in Tebet District. This means that if emotional leadership intelligence is good, the teacher's self efficacy increases. There is a positive direct effect of the school organizational commitment on the teacher's self efficacy at 10 Elementary Schools in Tebet District. This means that if the school organizational commitment is good, the teacher's self efficacy increases. There is a positive direct effect of leadership emotional intelligence on school organizational commitment in 10 Elementary Schools in Tebet District. This means that if the improvement of leadership emotional intelligence will bring about school organizational commitment.

Based on the above findings the researchers provides the following suggestions: School principal must maintain his authority to influence the environment he leads, a leader should have the skills or ability to cooperate and change the perspective or paradigm in communicating with peers. Also, the principal must always guide and direct the teacher in learning activities and work together and involve the teacher in carrying out the tasks and solve various problems that exist in the School. In the meantime, teachers have to be more courageous in submitting opinions in solving problems with supports by the existence of self-development for teachers.

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