



Emotional Intelligence of the Head of Madrasah in Increasing Teacher Loyalty

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ABSTRACT

This study aims to describe the emotional intelligence of MTsN 1 Aceh Tengah principals in increasing teacher loyalty. the research method used is descriptive qualitative method. Data collection is done by observation and interviews. Then the data were analyzed using qualitative analysis with data collection steps, 2) data condensation, 3) data display, and 4) conclusion drawing/verifying. The results of the research show that the head of MTsN 1 Aceh Tengah has emotional intelligence with three indicators, the first is self-awareness, the second is being able to read other people's feelings in this case the feelings of subordinates namely teachers and staff, the third is social awareness, the fourth is managing relationships. With these four indicators it can be concluded that the head of MTsN 1 Aceh Tengah has emotional intelligence.

INTRODUCTION

The quality of education delivery is influenced by the leadership of the school principal or madrasah head. The madrasa head is expected to be able to carry out his duties properly and have the ability to lead the madrasa. The head of the madrasa as the top manager in order to improve the quality of education delivery under the auspices of the Ministry of Religion always checks and rechecks the programs run by teachers. Effective madrasah leadership will have an impact on teacher performance and teacher loyalty, which in turn will also improve the quality of education in schools/madrasas.(Basidin Mizal, 2021).

As a madrasa head manager, he must be able to be a calm leader, not temperamental towards subordinates or teachers. then a madrasa head must have complete intelligence. Not only intellectual intelligence, but also emotional intelligence. Emotional intelligence includes self-control, passion and perseverance, as well as the ability to motivate yourself. Emotional intelligence can be taught and will provide better opportunities to utilize intellectual potential (marpaung, Rio & Maria, 2012). Emotional intelligence is needed to overcome the growth of selfishness, prioritizing violence, and other evil traits. People who have emotional intelligence can control themselves, have moral control, have good will, can empathize (able to read other people's feelings), and are sensitive to the needs and suffering of others so that they have commendable character (character) and build better interpersonal relationships. harmonious.(Oemar, 2019). Therefore, as a leader, the principal of the madrasah must have emotional intelligence to make his subordinates, namely teachers, loyal to him and to his institution.

The teacher is the most important component in determining the overall education system because the figure of the teacher is a determinant of the quality of education. One of the efforts made by the government is related to improving the quality of teacher quality, namely the existence of Law no. 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 19 of 2005 concerning National Education Standards. In the Law of the Republic of Indonesia no. 14 of 2005 concerning Teachers and Lecturers article 1 states that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education ". (Presiden Republik Indonesia, 2005). Teachers are an important factor in the success of a country's education, therefore a teacher must have loyalty and good performance in order to be able to give birth to the next generation who are knowledgeable and have good character.(Suwardi et al., 2017). The higher the loyalty and performance of teachers owned by a school, the easier it will be to realize the goals that have been set.

Loyalty is loyalty that is reflected by the willingness of employees to carry out their profession. Teachers who have high loyalty will be responsible and serious in carrying out their work.(Restatilahm Fenti et al., 2020), performance shows the work results in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Teacher performance also shows the ability of a teacher to carry

out his duties at school and illustrates the existence of an action displayed by the teacher in or during learning activities (Kurnia, 2018). Assessment of teacher loyalty to educational institutions also determines the quality of learning. Ideally teachers are required to have a high commitment to their work, and be loyal to the institution and the leadership or principal of the school.

Based on the facts above, the authors want to conduct research on the role of emotional intelligence of madrasa principals in increasing loyalty.

THEORETICAL REVIEW

Emotional intelligence or (Emotional Quotien) is the ability to sense, understand and effectively apply emotional pressure as a human source of energy, information, connection and influence.(Daud, 2012). If this understanding is simplified, it means that emotional intelligence is the ability to apply emotional sensitivity to achieve success in life with other people.(Wahyuni & Erwantiningsih, 2020). From the notion of emotional intelligence, it can be concluded that to achieve success, especially in leadership activities to streamline the organization or create the loyalty of its subordinates, a combination of intellectual intelligence and emotional intelligence is needed in a leader. Integration is very important even though it has been stated above that the contribution of intellectual intelligence to achieve success.

Loyalty in the Big Indonesian Dictionary means obedience; loyalty. (Nasional, 2008). So that loyalty is interpreted as a person's attitude in carrying out something which will be fully carried out as a form of obedience or loyalty to what has been planned or made into provisions. (Restatilahm Fenti et al., 2020). A teacher is like an employee who is in a company or factory/industry who carries out his duties and responsibilities based on the division of tasks and functions. So that in carrying out their duties and functions they are said to have high loyalty in carrying out actions that show constant support and obedience where there is a sense of love and responsibility to try to provide the best service and behavior to their school in carrying out their duties. (Fitria & Nio, 2020).

Talking about loyalty, this will not arise by itself in a teacher, especially since the teacher has just joined a school. So that the ability of a leader is needed to be able to deliver so that a teacher can apply high loyalty values in carrying out his duties. As well as the emergence of a teacher's willingness to show this positive character, by eliminating the ego within him. (Onde et al., 2020). A teacher who has entered an educational unit must be able to blend in with his environment, eliminate personal interests, where when working he gets an environment that is not like his environment. If this has emerged in a teacher, then the teacher will be able to adapt well.(Khusnul Auliyah, Suwarno, Uswatun Chasanah, 2021) A teacher who already has a positive character works with full loyalty to his school, doesn't need to feel that he will become a rival for others, does everything in earnest for the betterment of students and the school.(Suwarno et al., 2021).

METHODOLOGY

This study uses a type of qualitative research with a phenomenological approach. According to Salim and Syahrur, research with a phenomenological approach is research that sees things from the point of view of the research subject, not as an object of research. (Salim & Sahrur, 2012). This research was conducted at the State Madrasah Tsanawiyah (MTsN) 1 Central Aceh. This research attempts to describe the emotional intelligence possessed by the principal of MTsN 1 Aceh Tengah. Data collection is done by observation and interviews. After the data was collected, it was analyzed using data analysis developed by Miles and Huberman, namely an interactive model data analysis technique with four stages, namely 1) data collection, 2) data condensation, 3) data display, and 4) conclusion drawing/verifying. (Matthew B. Miles, A Michael Huberman, 2014).

RESULT

Researchers see that the principals of MTs Negeri 1 Takengon Aceh Tengah can listen to signs within themselves, recognize how their feelings affect themselves and their performance. They can be assertive and authentic, able to speak openly about their emotions or beliefs about their guiding vision. They are receptive to constructive criticism and feedback, they also know when to ask for help and where to focus to cultivate new leadership strengths. (Irwansyah, 2022).

Principals of MTs Negeri 1 Takengon Aceh Tengah remain calm and clear-headed even under high pressure or during a crisis, they are unshakable even when faced with situations that test their resilience (observation of the researcher) They are also people who excel, meaning they have high personal standards which encourages them to continuously seek performance improvement both for themselves and for the people they lead. The school principal is very practical, sets measurable but challenging goals, and is able to calculate risks so that the goals are feasible to achieve (Irwansyah, 2022).

The principal of MTs Negeri 1 Takengon Aceh Tengah has high social awareness, meaning that the principal is very sensitive to the feelings and thoughts of his subordinates as they also feel and think about them. The principal can read his subordinates from an emotional perspective, he cares about his subordinates and shows interest and concern for those he leads. The head of MTs Negeri 1 Takengon Aceh Tengah has the ability to communicate clearly, specifically, and not have multiple interpretations, while remaining sensitive to the needs of others (researcher's observations). (Irwansyah, 2022).

This was also reinforced by the results of interviews with several teachers that the madrasa head showed a familiar attitude, did not regard the teacher as a subordinate, spoke in a polite style, always appreciated the results of the teacher's performance. so that we as teachers really support him to continue to lead in this madrasa. (Muhammad Isa, 2022)

DISCUSSION

The findings above show that the head of MTsN 1 Aceh Tengah has high emotional intelligence, some of the indicators are first, having . self-awareness, self-awareness means having a deep understanding of one's own emotions, as well as one's own strengths and limitations, as well as one's values and motives. People who have strong self-awareness are realistic people, they are not overly critical or full of expectations who are naive about themselves, and can even offer their own shortcomings. (Tohari, 2017). Without recognizing our own emotions, we will not be able to manage them, and will be less able to understand the emotions of others. Social awareness, especially empathy, supports the next step of the leader's main task, which is to encourage resonance. (Abi, 2019).

Second, can read other people's feelings. It means having empathy for other people or their subordinates. Empathy is a component of emotional intelligence, defined as the ability to understand the feelings of others and is very important for the development of emotional intelligence. Empathy forms an understanding regarding the emotional feelings that are being felt by other people or in this case the interlocutor. (Sohiron et al., 2019). Leader empathy is the leader's ability to recognize, perceive, and feel the feelings of subordinates accompanied by expressions and actions. (Khusnul Aulyah, 2021).

The third is, social awareness, after self-awareness and emotional self-management, resonant leaders need social awareness, or in other words, empathy. The ability to empathize, in its most basic form, is rooted in the nerve cells in the associated circuits, and within, the amygdala which reads the emotions in other people's faces and voices and is constantly listening to what other people are feeling when we talk to them. (Jasman, 2017). Madrasah heads must have competencies that support their duties and functions in carrying out the schooling process.(Wahed, 2016).

Fourth namely; relationship management, the Trinity of self-awareness, self-management and empathy, all come together in the last faculty of emotional intelligence, namely, relationship management. In managing this relationship, the most visible leadership tools include persuasion, conflict management, and collaboration. Expertise in relationship management boils down to how to handle other people's emotions. In turn, this requires leaders to be able to recognize their own emotions and, with the help of empathy, align themselves with those they lead (Mevlevi et al., 2021). So that the teacher has high loyalty to him.

Loyalty according to Hermawan is a manifestation of the fundamental human needs to have support, gain a sense of security and build emotional attachment, while loyalty in the Oxford English dictionary is; "a strong feeling of support" . From this definition there is the word strong feeling, which means the depth of human feelings towards something, whether it is family, friends, organization or leader. This feeling is the main element and determines closeness and loyalty. While Ary ginanjar Agustian loyalty is loyalty to the

principles adhered to . teacher loyalty at MTsN 1 Aceh Tengah is shown by their good performance. (Restatilahm Fenti et al., 2020).

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussion above, it can be concluded that the head of MTsN 1 Aceh Tengah has emotional intelligence with three indicators, the first is self-awareness, the second is being able to read other people's feelings in this case the feelings of subordinates, namely teachers and staff, third is social awareness, fourth is relationship management. With these four indicators it can be concluded that the head of MTsN 1 Aceh Tengah has emotional intelligence. From there then what made the teachers and their subordinates loyal to the Head of Madrasah. Thus the researcher recommends that Madrasah Principals in particular and leaders in general manage their emotional intelligence well in order to build good relationships with work partners.

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