

# **Pengaruh Empati dan Kecerdasan Emosional dengan Efektivitas Kepemimpinan Kepala Sekolah di Sekolah Dasar Palembang**

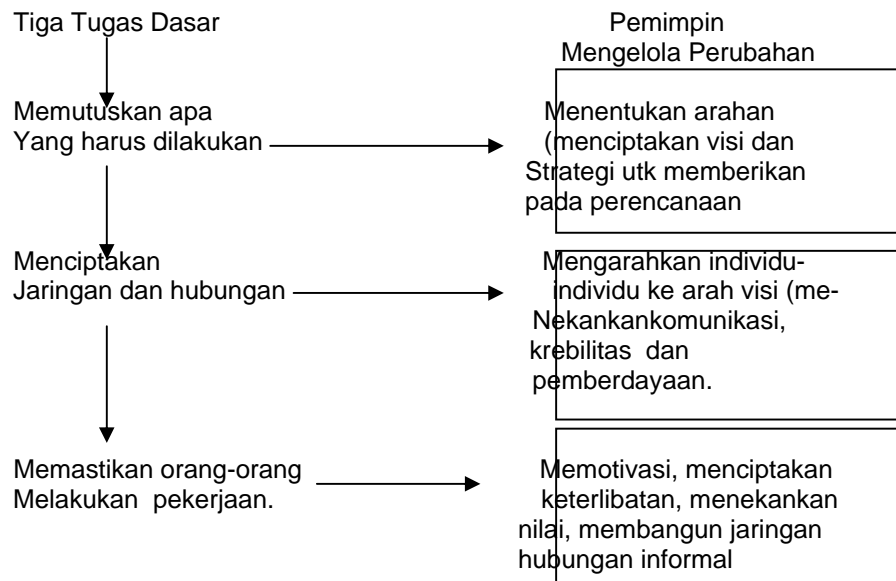
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## ***Abstract***

The objective of the research is to study the relationship between the empathy and emotional intelligence with head master leadership effectiveness. The research was conducted at the elementary school in Palembang . The sample included 60 official selected randomly. The research used survey method and correlation techniques. The research conduction that: 1) there is positive correlation between the empathy and leadership effectiveness, 2) there is positive correlation between emotional intelligence and leadership effectiveness, 3) there is positive correlation between the empathy and emotional intelligence with leadership effectiveness. Furthermore ; the ia a positive correlation between those two independent variables with leadership effectiveness. There fore it can be concluded that the higher empathy and emotional intelligence would lead to be more high in leadership effectiveness.

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Gambar 1 Tiga tugas dasar pemimpin.efektif

# **Effect of Empathy and Emotional Intelligence in Leadership Effectiveness of Elementary School Principal in Palembang**

By  
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The objective of the research is to study the relationship Between the empathy emotional intelligence and leadership effectiveness with head master. The research was conducted at the elementary school in Palembang. The sample included 60 randomly selected official. The research used a survey method and correlation techniques. The research conduction That: 1) there is positive correlation Between the empathy and leadership effectiveness, 2) there is positive correlation Between emotional intelligence and leadership effectiveness, 3) there is positive correlation Between the empathy with emotional intelligence and leadership effectiveness. Furthermore; the he was a positive correlation Between Those two independent variables with leadership effectiveness. There fore it can be concluded That the higher empathy and emotional intelligence would lead to be more high in leadership effectiveness.

Keywords: empathy, emotional intelligence, leadership effectiveness.

## **Preliminary**

Development of education in Indonesia is directed to substantially increase human dignity and the quality of Indonesian human resources and expand and improve equitable access to education. Berdasarka objectives to be achieved, it is necessary to manage and set up education and faculty and staff are capable and professional handling tasks in the education of technical and administrative secra in the field. The quality of human resources potential is one of the requirements for the success of the national education goals. In line with the contents of legislation governing national education is the intellectual life of the nation and Indonesia to develop fully human, human being faithful and devoted to God Almighty, disciplined, professional, responsible, productive, physically and mentally healthy, have keperibadian stable and independent and have a sense of civic responsibility and national (Ministry of Education, 1992:7). All this is not easy ntuk achieved, therefore the quality of human resources as a teacher is a key priority in promoting the success of development in the field of education. The success of a school as an organization of schooling can not be separated from the various components that support the institution or

school, including school leaders who carry out duties as school leaders and teachers as the school organization process implementers. The success of educational personnel in the performance of duties would affect the continuity and smoothness of national education. Likewise keefektipan a leader in school is related to its work in planning, directing, encouraging, the ability to make decisions and move anggojanya to achieve organizational goals. In addition effective leadership will be determined by the emotional maturity or emotional intelligence, understand and feel the feelings of others or the ability to empathize, including people they lead (teacher), so the leader will be easier to customize the behavior that led to what would be achieved.

Gibson, Ivancevich, and Donnelly (1985:9) says the most important factors that influence the effectiveness of any organization is the staff's own behavior. But not only is it important enough to maintain the behavior in the high staff work for employees or teachers, so it needs to consider the behavior associated with the values about the meaning of right and wrong policies are objectively both individuals and institutions. All remedial work system is not solely judged by the results of his efforts, but the process of obtaining the results of operations should be considered for evaluation. A teacher is not only responsible for the smooth administration of the technical effort, but also be able to keep emotions and empathy towards fellow co-workers both groups and individuals, situations and working conditions as well as keprofesionalannya to stay alive

Lately keprofesinanlan professionalism of teachers and school leaders have a lot of criticism from the public because of the efforts of school principals and teachers work as a reliable human resource can not be said to be successful, a lot of moral issues in the lives of teachers are blamed for starting teachers of prospective teachers, teacher arrive at the functional level officials within the meaning of the principal. The problems are considered serious enough of them in almost all educational institutions often do not complain about the teachers coming into the office or not on time, lack of discipline in handling the work, the placement system or procedure is not appropriate placement of teachers, come to school late and come home quickly, blaming each other, the demo teachers, principals of low performance, blaming each other, teachers are reluctant to help the work of a co-worker, a sense of dissatisfaction and many other issues relating to the rules established by the institution that is not obeyed.

This means that problems tend to say that the mental attitude, character, work ethic, attitude professionalism, productivity, performance, creativity, emotional intelligence, potential teachers, a sense of empathy, improvement of school organization, commitment to the institution and not yet satisfied feeling nurtured and developed maximum even tend to degenerate, resulting in the principal and teachers are also less sensitive to serve and fulfill the aspirations of his work, low morale / passive, non-productive, less creative, low morale, lack of sportsmanship, loss of identity, and the program has no direction, lack of individual self , feeling less peers, low thinking strategies, lack of satisfaction, lack of self confidence and look at the job at hand are things that are very praktis and is an everyday experience, so many people are not trying to circumvent the fact that the performance, satisfaction and achievement motivation is a very fundamental, consequently there is a communication gap between teachers and principals, teachers with teachers, so that effective and efficient service to the community can not be achieved which in turn fosters dissatisfaction of teachers and eliminate the public trust in organizations, educational institutions. The

performance of principals and teachers are expected in the institution would not be realized in an instant it must be pursued through the process, and even this process is influenced by many factors from within the individual maupu environmental factors where the individual resides.

Therefore expected a sense of empathy and emotional intelligence are intimately connected with the principal kepemimpinan effectiveness in carrying out the educational process. This is in accordance with the said Baron (1998:15) that performance is affected by four factors: 1) leadership factors, including quality, bimbingan and motivation, 2) personal factors, including motivation and empathy, skills and competencies, 3) factor of the system which meliputi working facilities and systems of work

Therefore, school leaders and teachers need to improve work activities as possible in order to support the success of the school. Considering how important this would need to conduct scientific research and the depth of empathy and emotional intelligence in carrying out the tasks and organizational systems, to the principal's leadership

### Problems

- 1) Is there a relationship between empathy and effectiveness of school leadership
  2. Is there a relationship between emotional intelligence to effective school leadership
  3. Is there a relationship between empathy and emotional intelligence simultaneously with the efectiveness of school leadership
- Theoretical Framework Principal Leadership Effectiveness

#### a.Principal

School is an organization whose activities are teaching and learning, a place to receive and give lessons, there is a group of people who do the working relationship that is, the principal, the teachers, administrative personnel group, a group of students.

Principal is the teachers who meet certain requirements may be given additional duties as head of the old school with a term of four years for the control of the school. (Minister of Education, 2003:1-3). To be appointed as head of the school must meet the requirements of both general and specific requirements. The general requirements are a) and bertakwa faith in God Almighty, b) a maximum age of 56 years, c) physically and mentally healthy, d) have not been exposed to disciplinary action, e) active teaching and guiding students in school at least five years level and type, f) a list of assessments the average performance of duties should be good for two years. Special requirements, especially for candidates for senior high school principal, must be certified. Principal has a duty and responsibility to their superiors, their subordinates, and environment-related. While the duties as a teacher, shall carry out face to face in the classroom for six hours per week. Position as a staff, because he is a formal officer recruitment, training, and responsibilities are bound by a set of rules and procedures. Therefore, the principal conducted regular performance assessment by the officer appointed to aspects of assessment, namely: a) leadership, b) the manager, c) education, d) administrators, e) entrepreneurs, f) the creator of the work climate, d) the supervisor .

From the description above, the principal is the person who appointed a formal leader in an organization in this school who have a duty and responsibility to superiors,

subordinates, and the working environment, as well as carrying out his duty as an educator, administrator, and creator of the work climate in order to reach intended purpose.

#### b. Leadership

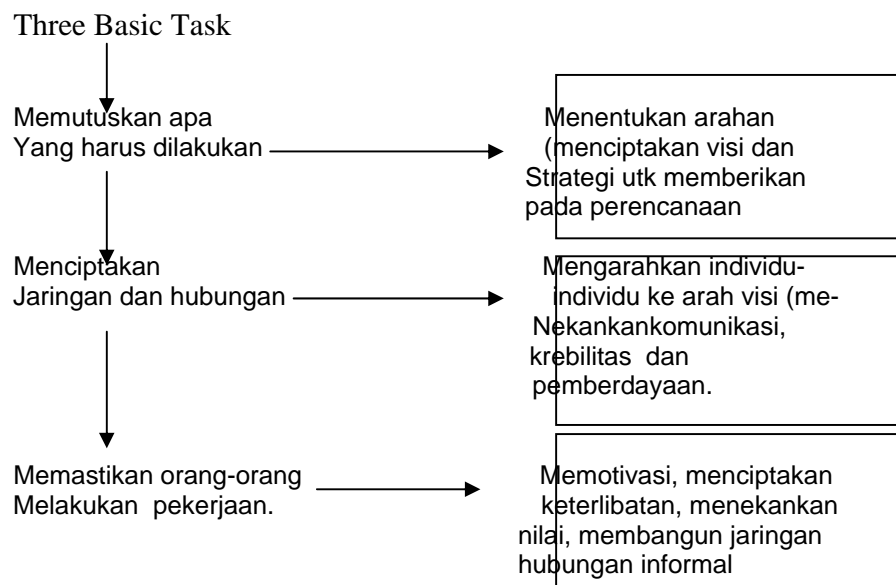
Leadership comes from the English, which means the leader of leaders, while the leadership means leadership. The word leader means a person who leads, while the leadership is a task or an activity carried out as a leader. Gibson, Ivancevich, and Donnelly (2006:334) membetasi leadership is an attempt to use kind of influence rather than coercion (concoersive) to motivate people to achieve a specific goal then Robbins, argued that leadership as the ability to influence and direct the group to achieve a specific goal (2006:40). Robert Kreitner and Angelo Kinicki (2005:299). See leadership as a process of social influence in which leaders seek the voluntary participation of subordinates in an attempt to achieve organizational goals, but Griffin (1990: 504-505). see leadership from two viewpoints, namely: (1) a process which means the use of influence that do not have the authority to give sanction to establish objective groups or organizations, direct behavior to achieve goals and help create a culture of a group or organization, (2) a owned properties, which means a set of traits that a person's attributes are perceived as a leader. Similarly, Davis and Newstrom (1985: 172). emphasizes that leadership is a process to encourage and assist others to work enthusiastically in the achievement of organizational goals thus an important part in the leadership and management are closely related to the effectiveness of group or organiasasi kinreja.

To influence others a leader must have the competence or basic skills of leadership. As stated Griffin (1990:5), there are three competencies that must have a leader that is: (1) the ability to diagnose, means of cognitive abilities that can understand the situation and conditions in the present and future, (2) the ability to adapt, which means a leader's ability to adjust its behavior to its environment, and (3) the ability to communicate, is the ability of a leader's messages are received and the message needs to be communicated to subordinates or followers.

To lead an organization that execution of the program is carried out effectively, a leader must have some advantages compared with other members. Advantages such as advanced Stogdill (1974:58-59). is, (a) has the capacity of the intelligence, alertness, speech, ability to assess, and authenticity, (b) a proven record (achievement) that has a college degree, science, the acquisition of the superior activities, (c) has the responsibility responsibility that is independent, initiative, perseverance, hard working, confident, aggressive, and have a desire for excellence, (d) has a participation, ie active, high sosiobilitas, able to hang out, cooperative, adaptable, have a sense of humor, (e) has include socio-economic status position is sufficient, popular, famous Advantages raises prestige that can be obeyed by his followers to carry out the program of the organization. Effective leadership can be seen from the perspective of leaders and followers. Effective leaders are flexible view of the leader, not a gap of perception, actively motivate staff, to ask effectively, develop krativitas, improving staff performance, build teams working group, to react to change. While the effective leader of sudat followers of view is: give an example, support, placing the work in accordance with its portion, and seeks to develop a career of his followers (Walesw & White, 2002: 164-171).

Similarly, Buhler (2001:282). Convey that to be an effective leader, that leader must be able to support group work, encourage the continued development, empowering members of the group, instilling confidence that group members can complete a given job, developing a group identity, manage konflik positively, and create change. Added Mullins (2007:313), which underlies the effectiveness of leadership within the organization, namely: leadership characteristics: type (power management), subordinate characteristics include the relationship between leaders and groups, the type and nature of organization, types of tasks are accomplished, technological, and organizational struktur Sitem manajemen, this type of problem and the nature of the leadership's decision, the nature and influence of external environmental, social and cultural struktur organizations, as well as the influence of national culture. Mullins subsequently cited Luthans (2007:269-261). Gilbert (2003: 163) states that leadership effectiveness is not dependent on specific properties, but rather on the fit between the properties of the leader's needs and situation.

According to Cook and Hunsaker, the leader has some basic tasks and perspectives in dealing with the changes as proposed in the following picture



Gambar 1 Tiga tugas dasar pemimpin.efektiv

Determining the direction of deciding what

What to do (create a vision and



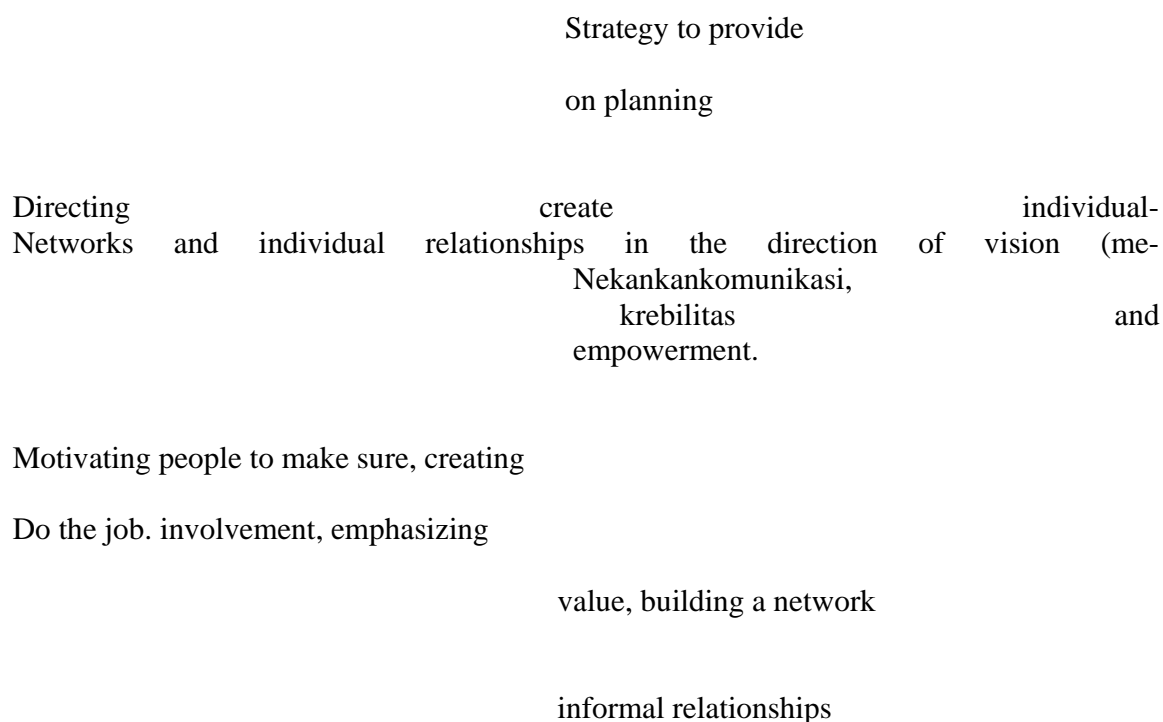


Figure 1 The three basic tasks **pemimpin.efektif**

This study **mefokuskan** that principal leadership is effective at the principal's expertise in implementing actions to bring the teachers and staff, in achieving common goals with indicators: (1) engineering expertise with an indicator of the processes and procedures of leadership (2) human expertise with indicators of skill in dealing with others at school, (3) idikator conceptual skills with the ability to see the organization as a whole.

### C. Empati

Empathy from German bersasl Einfuhling which means with the feeling, according to Pearson (1983:172) empathy is the ability to understand others' perspectives as people understand the views that we have. Empathy is a process of feeling something in one's ability (Barnes and Thagard (1997:3). Define on empathy is the ability to engage with other people's feelings. According to Robbins (1996:86) is the ability of an individual's capacity needed to run mental activities and tasks in the job, as a force to perform an act of nature or the result of the exercise. While Berliner and Calfee (1996:280) mengemukakan empathy is a construct that includes attention to the emotional aspects, social aspects, cognitive understanding, and conclusions of cognitive and affective functions of the others. According to Shapiro (1997: 50) are the first two components of empathy, emotional reactions and cognitive reactions. Both were developed in accordance with the stages of

intellectual development from childhood to adulthood. Berliner and Calfee (1996:197) suggests empathy is one aspect of social intelligence that represents the feelings and / or behavior of others. That empathy is the ability to be imaginative and transform themselves into the feelings, thoughts and other human activities. Based on the discussion above shows that there is a relationship between empathy with character, which is demonstrated in the presence of substantial differences in empathy characteristics of each individual. To be able to empathize with the sensitivity required, from one event to another event, such as fear, anger, sincerity, confusion, and others. This means that our sense of living within a period of time in the lives of others, felt the troubles of others, without giving the hard way with our own opinion. said Berliner and Calfee (1996:280) empathy is the experience in other people's emotions, the physical aspect or other psychological aspects, in which empathy an ability to read emotions in others, understand the motives and his desire, can be used as positive knowledge in dealing with others. Similarly Woolfolk (1998:86) empathy plays an important role in the ability of individuals in understanding of others, including in the human relations issues in management, because it is an element of empathy that can be utilized in the management of operations, because empathy is one of the characteristics or behaviors that should be owned by a leader. According to Koontz, Donnell and Wehrich (1986: 543-544) capabilities that must be owned a leader: 1) able to manage and administer, 2) able to communicate with empathy, 3) has the integrity and sincerity of heart. Based on the above study it can be expressed empathy is the ability to present himself in the role of others, feel the emotions experienced by other people, think about other people's feelings and be able to transform thoughts and feelings interact with.

#### d .. Emotional Intelligence

Baron defines emotion as physiological changes in the reflection of the cognitive to the subjective aspect of behavior based on personal experience which can be viewed from three components: (1) change in physiological reaction that comes from our body, blood pressure and heart degrees, (2) a state of cognitive subjective based on personal experience, (3) behavior based on personal experience (1995: 398). It says Goleman, emotional basically the impetus to act, once a plan to address issues that have been implanted gradually by the evaluation (1995: 6). Feldman supported the opinion, emotions are feelings that generally have a physiological and cognitive elements, such as feelings of joy, despair and sadness, so that emotions can influence human behavior (1989: 262) Similarly, Lerner reveals that the emotions that can activate and direct behavior to manner similar to biological and psychological motives, emotions usually arise in response to an incident or event within an Environmental aspect of our emotional experiences such as this occurs for two main things that the physiological responses and subjective feelings toward the event (2003: 182). Of the various terms in the above shows that emotions involve or can not be separated from thought patterns, and biological and physiological situations as well as the possibilities and cognitive behavioral tendencies as a consequence.

In 1983 Howard Gardner writes about the "intelligence of all kinds, including the ability of the body, namely the ability to do introspection and personal intelligence, namely: (1) linguistic intelligence, (2) logical mathematical intelligence, (3) spatial intelligence, (4)

bodily kinesthetic intelligence, (5) musical intelligence, 6) interpersonal intelligence, (7) intrapersonal intelligence (1985: vii), Reuven Bar-On emotional quotient and the developing of this term was created and inaugurated by John (Jack) Mayer and Peter Salovey in 1990 and at that moment David Caruso develop emotional intelligence test called the EQ-i work of Bar-On EQ-i test or the Bar-On. This test trials using the 5 domains is intrapersonal, interpersonal, emotional control, adjustment and mood swings in towards effective performance (Stein & Book, 2003: 39).

Peter Salovey in the 1990s Shapiro defines emotional intelligence as a subset of social intelligence involves the ability to monitor feelings and emotions both in oneself and in others, sort through it all and use this information to guide thoughts and actions (1998: 8). Emotional intelligence or emotional intelligence refers to the ability to recognize our own feelings and the feelings of others, ability to motivate oneself and the ability to manage emotions well in ourselves and in relationship with others (Goleman, 2003: 512). Besides Cooper and Sawaf requires emotional intelligence put forward a person learns to recognize and appreciate the feelings to himself and others to respond appropriately, effectively applying information and energy, emotion, life and daily work. So emotional intelligence is the ability to perceive, understand and effectively apply the power of emotional sensitivity as a source of information, human connections and influence (2002: xiix). From the foregoing it is clear that emotional intelligence is the ability to view and control the feelings of self and feelings of others by using the thoughts and actions. Besides the emotional intelligence of the individual perception of her coloring and the environment and the impact on a person's behavior, as well as the characteristic pattern of adjustment of one's life will affect keperibadiannya and the ability to achieve success in work (Cherniss, 2007: 5)

In the study researchers defined emotional intelligence is the ability of principals to understand ourselves and understand the feelings of other people's feelings. Specified in: (1) personal ability (interpersonal) in feelings of self-understanding. include (a) awareness, (b) organized and (c) evaluate themselves. (2) social skills (interpersonal) in understanding the feelings of others, including (a) communicate with others, (b) service-oriented, (c) tolerance, (d) work together.

## Methodology

### a) Hipotesia research

- A. There is a relationship between the empathy with the effectiveness of school leadership
2. There is a relationship between emotional intelligence to effective leadership of school principals
3. There is a relationship between empathy and emotional intelligence simultaneously with the effectiveness of school leadership

### b) data analysis technique

The study was conducted by survey method With the ever correlational analysis techniques "Productmoment" data were collected through a questionnaire that had been developed to reveal the condition of the respondent. The study population was headmaster

at the school district Sukarame Palembang city. Sample as many as 30% of the principal amount that is 50% of 30 primary schools is 15 schools dimbil with random sampling technique.

c) Testing of the questionnaire and research data.

Before the data collection questionnaire tested the validity and reliability. Testing data were tested for normality, linearity and homogeneity of data. Test the significance of partial correlation coefficients with the "t test", while the coefficient test together or simultaneously by using the "F test"

### 1) Results of the study

Results obtained from the correlation between X1 to Y is positive and significant relationship exists between empathy and effectiveness of school leadership, in other words the higher empathy principal, then the higher the principal's leadership effectiveness. This finding can be explained by 1) the regression equation  $Y = 30.94 + 0.92 X1$ . This equation explains that the increase or decrease in one unit of empathy scores will be followed by increments of one unit of principal leadership effectiveness score of 0.92 at a constant 30.94. 2) strength of the relationship the relationship expressed by the correlation koefisien debesar  $ry1 = 0.528$ , while the coefficient for  $ry12$  determinansi = 0.2787. All this means that the contribution of empathy for the leadership of principals is large enough, namely 27.87%.

The results of the correlation between X2 with Y is positive and significant relationship exists between emotional intelligence to effective school leadership, in other words the higher the emotional intelligence of school principals, then the higher the principal's leadership effectiveness. This finding can be explained by 1) the regression equation  $Y = 81.32 + 1.68 X2$ . This equation explains that the increase or decrease in one unit of emotional intelligence scores will be followed by increments of one unit of principal leadership effectiveness score of 1.68 at a constant 81.32. 2) strength of the relationship the relationship expressed by the correlation koefisien debesar  $ry2 = 0.571$ , while the coefficient for  $ry12$  determinansi = 0.3260. All this means that the contribution of empathy for the leadership of principals is large enough, namely 32.60%. Results obtained between X1 and X2 with Y, ie there is a significant and positive relationship between empathy and emotional intelligence simultaneously with the effectiveness of school leadership, in other words the higher emapati the higher the emotional intelligence of school principals, the higher the effectiveness of leadership of school principals. This finding can be explained by 1) the form of relationship is shown by the regression equation  $Y = 22.88 + 0.42 X1 + 0.31 X2$ . 2) strength of the relationship expressed by the correlation koefisien debesar  $Ry.1.2 = 0.665$ , while the coefficient for  $R2y.12$  determinansi = 0.4422. Means of empathy and emotional intelligence contribute simultaneously to the leadership of principals is large enough, namely 44.22%.

### 2) Discussion

A successful principals in leading effective at a picture of the success of a leader. Lead teachers in a school principal should know the properties of all teachers, teacher gifts, have

the technical mastery, able to create models and frameworks and conduct extensive relationships in all formal and informal, as all these principals will facilitate the carrying out leadership. Empathy is the ability to present himself in the role of others, feel the emotions experienced by other people, think about other people's feelings and be able to transform thoughts and feelings interact with. The results showed a positive relationship between empathy and effectiveness of school leadership, the ability to empathize, a schoolmaster is a necessary requirement through activities that are deemed to be designed to increase empathy, such as training, workshops specifically to enhance the ability of empathy, an increased understanding of others, and enthusiastic teacher.

Describe a person's emotional intelligence and maturity level of a person's emotional feelings that affect behavior. Illustrated embodiment of emotional intelligence in the power of self to the pressure and ready to defend its existence according to personal goals, passionate, diligent and able to motivate myself to get excited, emotional intelligence have the power of adaptation in all aspects of activities. In this study it is found that emotional intelligence is the ability of principals to understand ourselves and understand the feelings of other people's feelings. Specified in: (1) personal ability (interpersonal) in feelings of self-understanding. include (a) awareness, (b) organized and (c) evaluate themselves. (2) social skills (interpersonal) in understanding the feelings of others, including (a) communicate with others, (b) service-oriented, (c) tolerance, (d) work together. The study shows a positive relationship between emotional intelligence with the effectiveness of the principal, then the increased maturity of the principal's emotional intelligence is a requirement that needs to be improved through training, workshops specifically made to enhance emotional intelligence. The habit of solving problems with a case can increase emotional intelligence and simultaneously increase the power of reason on the case, but it increased capacity in anticipation of increased intelligence in DAPT case.

### Conclusion

1. There are positive and significant relationship between leadership effectiveness with the principal. Means to improve school leadership can be done by increasing empathy through social activities, by creating a conducive atmosphere.

2. There are positive and significant relationship between emotional intelligence to effective leadership of school principals. Means to improve school leadership can be done by increasing emotional intelligence through the practice solving problems through interaction among principals and fellow teachers.

3. There are positive and significant relationship of empathy and emotional intelligence to effective leadership of school principals. Means to improve school leadership can be done by increasing empathy together with emotional intelligence. Means with high empathy and emotional intelligence can improve the effectiveness of the mature leads teachers at the school.

### Suggestion

Empathy and emotional intelligence in order to gain the attention of the effectiveness of leadership development efforts principal. Habit of giving assistance to others and to work together and coordinate a part in improving the ability of principals to lead, this needs special attention. In addition it should also improve the emotional intelligence of school principals that have the emotional intelligence will accelerate its work in leading the school, to achieve the intended purpose. In addition it is important to do further research to uncover other factors that may affect the effectiveness of school leadership

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