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## Management Performance in Islamic Senior High School Education: An Empirical Study

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**Abstract:**

*Some researchers conclude that school headmasters play an important role on school effectiveness. As the "spearhead" management holder, schools' headmasters must have a generic set of management skills such as planning, communicating, organizing and controlling.*

*The complexity of the tasks and responsibilities of the headmasters in managing schools' management that leads to become a headmaster. They must have adequate competence. Emotional intelligence, job satisfaction and achievement motivation are part of the performance management where school headmasters must build in order to improve their performance.*

*In this study, emotional intelligence contributes 0.65% to the performance of the school's headmasters. Job satisfaction gives influence on 23.5%, motivation influence on the performance of the school headmasters is 20.7%, while the influence of the three variables together is 30.1%.*

**Keywords:** *Emotional intelligence, job satisfaction, achievement motivation and performance.*

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## 1. Introduction

Education is a very complex and a long-term process where various aspects are interconnected to reach human's value of life, life knowledge, as well as life skills. Its process is complex because of the interaction amongst various aspects such as school headmasters, teachers, teaching materials, school facilities, student conditions, environmental conditions, teaching methods, school management systems being implemented, as well as and parent / community supports which are not always can be controlled consistently in terms of nature and shape. Accordingly, it creates educational phenomenon may vary due to time, place or subject involved in the process. In the process of education being mentioned above, a school headmaster is in a decisive position. In education, school headmaster is as an educational driving force.

Some researchers conclude that school headmaster plays an important role in school effectiveness. A study was conducted by Gilberg Austin on all school headmasters in state of Maryland in the United States where it shows that the difference between higher and lower achievement of the school is explained by the influences of the headmasters in their school. The result of this study is in line with Ruth Love's opinion in McCulla and Degenhardt (2016) who stated that *"I never seen a good school without a good school principal"*. Similarly, Danim (2000) says that *"The different between a good and a poor school is often the difference between good and poor principals"*.

McCulla and Degenhardt (2016) have explained that to decide for a candidate's employee requirements in an organization and in an educational institution, including in choosing a school headmaster, it needs to consider some aspects such as the need to pay attention to various aspects as the level of education, intelligence, preparation, experience, special expertise, personal characteristics and quality background of the candidates. Concerning the aspect of intelligence to lead an educational institution, a school headmaster is required not only to possess basic intelligence and knowledge relevant to his or her duties as headmaster, but also have to have an emotional intelligence that will lead him or her to success in leading the school. Blount, (2017) in his book „Emotional Intelligence“ indicates that the contribution of IQ to a person's success is only 20% and the remaining 80% is determined by a cluster of factors so called Emotional Intelligence. If IQ lifts the function of the mind, then EQ lifts the function of feeling. A person with a higher EQ will attempt to synergize his or her intellect with his or her feelings.

Besides emotional intelligence factors, there are some other psychological factors which also provide a significant influence on the performance of the school headmasters, namely, job satisfaction. Some researches' results indicate that one's performance is closely related to satisfaction or dissatisfaction on his or her job (Suryanto and Thalassinis, 2017). This satisfaction is motivated by some factors: (1) rewards; (2) sense of security; (3) interpersonal relationships; (4) working conditions

and (5) opportunities for development and self-improvement. It seems that these five factors are not fully implemented by present school headmasters where it ought to be main concern of the Ministry of Religious Affairs, National Education Affairs and some related parties in order to produce school headmasters with high achievement motivation and high performance. This study will see how much influence of emotional intelligence, job satisfaction and achievement motivation either partially or simultaneously is associated with the performance of the Islamic Junior High School (MTs) headmasters in Bandar Lampung.

## 2. Research Methodology

The population of the study is all headmasters of Mts Bandar Lampung, namely 30 people. Rakhmat (1989) said that a 0.10 or 0.20 sampling fraction is often considered as an adequate sampling. However Singarimbun and Effendi (1995) said that to determine a number of sampling depends on the degree of uniformity, the precision desired, the data analysis plan, and the available facilities. Thus, the sample of the study is 30 school headmasters.

The research method used in this research is descriptive with quantitative approach. The objects of the study are emotional intelligence, job satisfaction, achievement motivation and the performance of the islamic junior high school headmasters of Bandar Lampung. To get a deep clarity that research variables need to be operationalized into measurable indicators to describe the type of the data and the information to test the hypothesis. The analysis used is by calculating the correlation coefficient of product moment Pearson that shows strength relationship of the research variables with the following formula:

$$r_{hitung} = \frac{n(\sum X_1 Y_1) - (\sum X_1)(\sum Y_1)}{\sqrt{\{n \cdot \sum X_1^2 - (\sum X_1)^2\} \cdot \{n \cdot \sum Y_1^2 - (\sum Y_1)^2\}}} \quad (\text{Riduwan, 2005})$$

Followed by the calculation of regression coefficients based on predefined scores by using SPSS 17.00 program.

## 3. Result Of The Reseachr And The Discussion

### 3.1 Emotional Intelligence

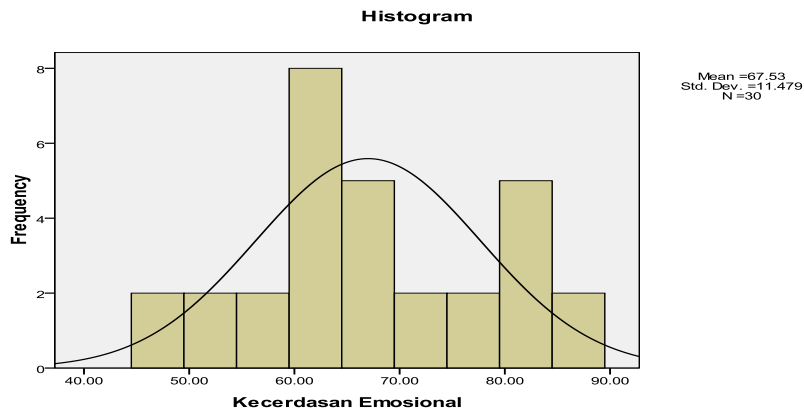
The score of the emotional intelligence variable of the headmasters varies from the lowest score 47, to the maximum score 88. Based on the calculation, it is obtained that the mean = 67.53, the median = 65.50, the mode = 57 and the standard deviation= 11.47932. It shows that mean and median are not much different. Thus, emotional intelligence scores of the headmasters' tend to be a normal distribution. The following Table 1 shows the frequency distribution of the emotional intelligence.

**Table 1.** Emotional Intelligence Frequency Score Distribution of the MTs Headmasters

No	Class Interval	Absolute Frequency	Relative Frequency (%)
1	47 - 52	5	17
2	53 - 58	2	6
3	59 - 64	8	27
4	65 - 70	4	13
5	71 - 76	3	10
6	77 - 82	3	10
7	83 - 88	5	17
<b>Amount</b>		30	100

Based on the calculation, the score grouping for emotional intelligence variable of the MTs headmasters is 23.33% (7 people) high group, 63.34% (19 people) medium group, and 13.33% (4 people) low group. It is clearly understood that the emotional intelligence level of the MTs headmasters is generally in the middle group. That is to say that emotional intelligence of the MTs headmasters still needs to be improved. Here is the histogram of the frequency distribution of the emotional intelligence score of the MTs headmasters.

**Figure 1.** Frequency Score of Histogram Distribution of Emotional Intelligence ( $X_1$ )



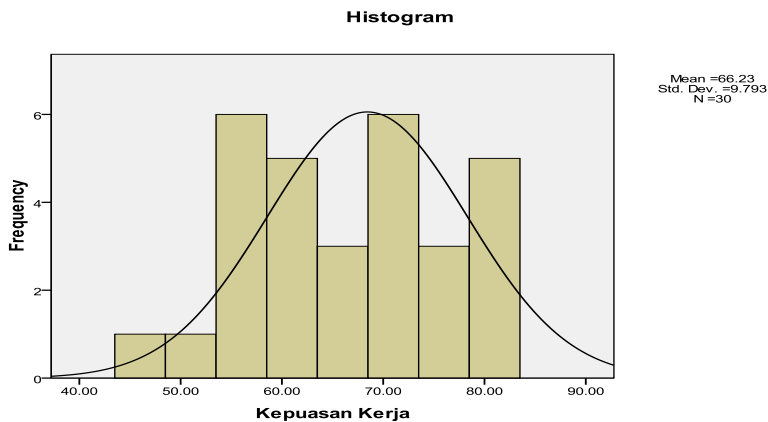
### 3.2 Job Satisfaction

The job satisfaction variable score varies from the lowest score 46, to the maximum score 80. Based on the calculation, it is obtained that mean = 66.23, median = 65.50, mode = 72 and standard deviation 9.79332. The mean and median are not much different. It means that job satisfaction variable score tends to be normal distribution. The following Table 2 is the frequency distribution of job satisfaction scores.

**Table 2.** Job Satisfaction Score Frequency Distribution

No	Class Interval	Absolute Frequency	Relative Frequency (%)
1	46 - 51	1	3
2	52 - 57	6	20
3	58 - 63	6	20
4	64 - 69	4	13
5	70 - 75	7	24
6	76 - 81	6	20
<b>Amount</b>		30	100

Referring to the table above, job satisfaction is divided into three groups: high, medium and low. The grouping of scores for job satisfaction variables is 20% (6 people) high group 60% (18 people), medium group, and 20% (6 people) low group. It can be seen that that the level of job satisfaction of the MTs headmasters generally is still need to be improved. The following is the histogram graph of the frequency distribution of job satisfaction scores.

**Figure 2.** Histogram of the Frequency Distribution of Job Satisfaction Scores (X2)

### 3.3 Achievement Motivation

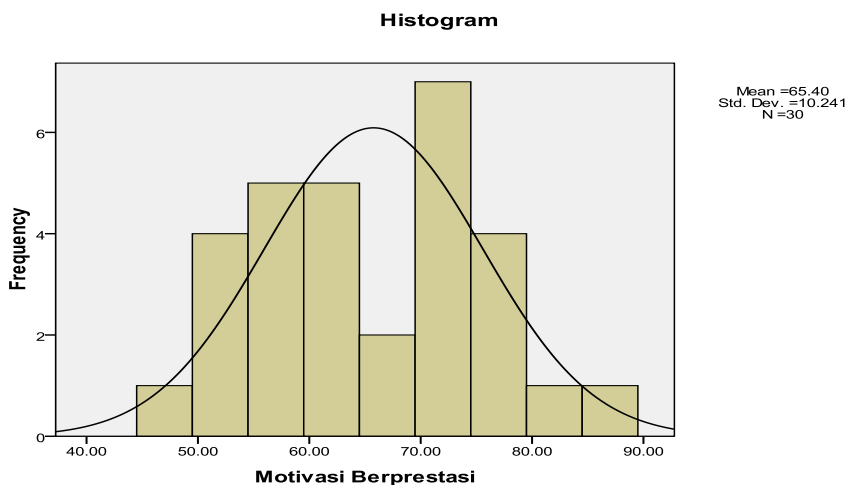
The score of achievement motivation varies from the lowest score 47, to the maximum score 85. Based on the calculation, it is obtained that mean = 65.40, median = 64, mode = 61 and standard deviation 10.24055. The mean and median are not much different. The score of achievement motivation tends to be normal distribution. The following Table 3 presents the frequency distribution of achievement motivation scores.

**Table 3.** Frequency Distribution of Achievement Motivation Scores of the MTsN Headmasters

No	Class Interval	Absolute Frequency	Relative Frequency (%)
1	47 - 52	4	13
2	53 - 58	6	20
3	59 - 64	5	17
4	65 - 70	3	10
5	71 - 76	6	20
6	77 - 82	5	17
7	83 - 88	1	3
<b>Amount</b>		30	100

Based on the frequency distribution of achievement motivation scores, the achievement motivation is divided into three groups high, medium and low. The grouping scores for achievement motivation variables is 20% (6 people) high group, 63.34% (19 people) medium group, and 16.66% (5 people) low group. It can be seen that the achievement motivation level of the MTs headmasters is generally medium. It means that the MTs headmasters have not got high achievement motivation yet and should be given stimuli in order to increase and to develop achievement motivation. The following is the histogram of the frequency distribution of achievement motivation scores.

**Figure 3.** Histogram of the Frequency Distribution of Achievement Motivation Scores ( $X_3$ )



### 3.4 Performance

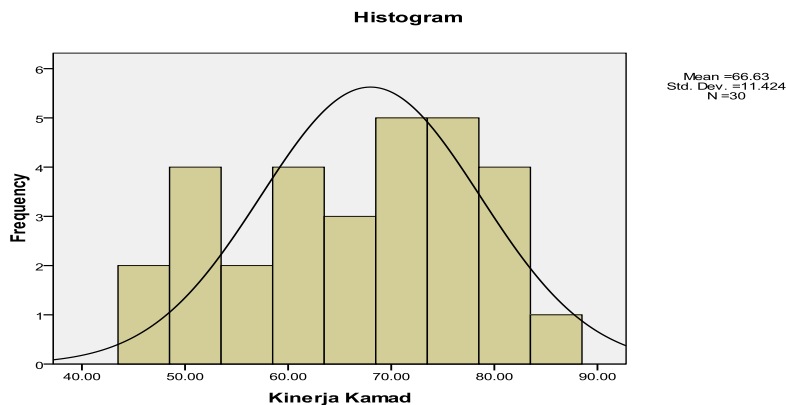
The score of performance variable of the MTs headmasters varies from the lowest score 46, to the maximum score 84. Based on the calculation, it is obtained that mean = 66.63, median = 69.50, mode = 61 and standard deviation 11.42436. The mean and median are not much different. It means that the score of performance variable of the MTs headmasters tends to be a normal distribution. The following Table 4 shows the frequency distribution of the MTs headmasters' performance score.

**Table 4.** The Frequency Distribution of The MTs Headmasters' Performance Score

No	Class Interval	Absolute Frequency	Relative Frequency (%)
1	46 - 51	4	13
2	52 - 57	3	10
3	58 - 63	5	17
4	64 - 69	3	10
5	70 - 75	6	20
6	76 - 81	8	27
7	82 - 87	1	3
<b>Amount</b>		30	100

The frequency distribution of the performance score of the MTs headmasters is divided into three groups: high, medium and low. It is obtained that 16.66% (5 people) high group, 63.34% (19 people) medium group, and 20% (6 people) low group. The performance level of the MTs headmasters is generally in the medium. Therefore, the performance of the MTs headmasters need to be improved. Below is the histogram of the frequency distribution of the performance score of the MTs headmasters.

**Figure 4.** Histogram Graph of the Frequency Distribution of The Performance Score of the MTs Headmasters (Y)



Based on the calculation by using Product Moment correlation of Pearson, it is obtained that  $t$  statistic is 3.975 with a significance level 0.000. It shows that the relationship between emotional intelligence and performance of the MTs headmasters is significant. The relationship between emotional intelligence and performance is 0.255. The result of the analysis also shows that the coefficient of determination is 0.65 meaning that the effect of emotional intelligence on the performance of the MTs headmasters is 0.65%.

From the calculation, it is obtained that coefficient (b) is equal to 0.254 with constant equal to 49.494. Thus, the regression equation is  $Y = 49.494 + 0.254X_1$ . This regression equation model is significant and can explain the direction of the strength of the relationship of emotional intelligence with the performance of the MTs headmasters, if the score of emotional intelligence increases the performance score of the MTs headmasters also increases. If the factor of emotional intelligence increases by 1 score, then the performance of the MTs headmasters will increase by 0.254.

The relationship between job satisfaction and performance is 0.465. The analysis results also show that the coefficient of determination is 0.235. It means that the effect of job satisfaction on the performance of the MTs headmasters is 23.5%. From the calculation of regression equation by using simple regression, it is obtained that coefficient (b) is 0.565 with a constant number 29.185. Therefore  $Y = 29.185 + 0.565X_2$ , then, this regression model can be used to predict job satisfaction. It indicates that the model of the regression equation is significant and can explain the direction of the relationship of job satisfaction with the performance of the MTs headmasters.

The relationship between achievement motivation and performance of the MTs headmasters is significant at level  $\alpha=0.05$  or  $\alpha=0.01$ . The relationship between achievement motivation and performance is 0.455. The results of the analysis also shows that the coefficient of determination is 0.207 which means that achievement motivation on the performance of the MTs headmasters is 20.7%.

It is obtained that the coefficient (b) is 0.508 with a constant number 33.422. Thus, the regression equation is  $Y = 33.422 + 0.508X_3$ . This regression model can be used to predict achievement motivation. Equation regression model  $Y = 33.422 + 0.508X_3$  is significant and can explain the direction of relationship of achievement motivation with the performance of the MTs headmasters.

Based on the calculation results using multiple regression analysis, then, it is obtained that  $F_{count}$  is 3.737 with a significance level of 0.003 which is smaller than 0.005. It shows that the relationship between emotional intelligence, job satisfaction, and achievement motivation with the performance of the MTs headmasters is significant. The strength relationship is 0.549. The result of the analysis also shows that the coefficient of determination is 0.301 meaning that the influence of emotional



intelligence, job satisfaction and achievement motivation in the performance of the MTs headmasters is 30.1%.

Based on the description of the above analysis results, it can be concluded that there is clear influence between emotional intelligence, job satisfaction and achievement motivation on the performance of the MTs headmasters of Bandar Lampung with relationship strength (0.549). The influence given by emotional intelligence, job satisfaction and achievement motivation to the performance is 30.1%, while the remaining 60.99% is the influence of other variables that are not measured in this study.

From the calculation of regression equation by using simple regression analysis, it is obtained that coefficient (b1) is 0.016, (b2) is 0.403 and (b3) is 0.318 with a constant value is 18.057. Thus, the equation regression is  $Y = 18.057 + 0.016 X1 + 0.403 X2 + 0.318 X3$ , so, regression model can be used to predict emotional intelligence, job satisfaction and achievement motivation. It indicates that the equation model regression  $Y = 18.057 + 0.016 X1 + 0.403 X2 + 0.318 X3$  is significant. Thus, emotional intelligence, job satisfaction, and the performance of the MTs headmasters have strong relationship between them.

#### 4. Discussion

The results of this study indicate that emotional intelligence affects the performance of the MTs headmasters for about 0.255. The effect contributed by emotional intelligence on the performance of the MTs headmasters is 0.65%. It means that a higher emotional intelligence of the MTs headmasters will give effect to the performance improvement of the MTs headmasters. And the emotional intelligence of the MTs headmasters become an absolute requirement for an organization like madrasahimplement Learning Organization. Learning organizations such as schools or madrasah, and the like are part of the social institutions in which people undergo humanitarian and humanitarian processes. The education wheel in schools is mainly driven by the MTs headmasters and the staffs. Madrasah as a learning organization must always carry out learning continuously.

The results of the study show that job satisfaction significantly influenced the performance of the MTs headmasters while the relationship is 0.485. The effect of job satisfaction on the performance of the MTs is 23.5%. It is suggested that in order to improve the performance of the MTs headmasters of Bandar Lampung the only way is to go through job satisfaction. The follow-up direction of this findings require an effort to increase job satisfaction in order to improve the performance of the MTs headmasters.

The job satisfaction referred to this study is the emotional atmosphere felt by the MTs headmasters in the form of pleasure and satisfaction with the situation and working spheres where they work with the following indicators: (1) interest in

employment; (2) job suitability with expertise; (3) conformity of compensation/compensation received; (4) satisfaction of praise and appreciation; (5) satisfaction with organizational policy; (6) pleasant cooperation; (7) opportunities for self-development; (9) the objectivity of the superior's assessment.

The results of this study indicate that achievement motivation contributes 20.7% to the performance of the MTs headmasters of Bandar Lampung. The strength of a moderate relationship is 0.455. In other words, the higher the achievement motivation of the MTs headmasters, the higher the performance of the MTs headmasters. Thus, to obtain the performance of a good MTs headmaster, it is necessary to have good achievement motivation as well. The close relationship between achievement motivation and the MTs headmasters will be discussed as follows.

- The success of school in achieving its goals is largely determined by the headmasters of the madrasah. The performance of the headmaster of the madrasah is the result of the headmaster of the madrasah in carrying out the tasks being assigned, based on skills, experience and sincerity and appropriate time management. In line with Reigeluth (2016) that in the new paradigm of educational management, the school headmaster must be able to hold the function as Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator (EMASLIM). To be able to perform its function as EMASLIM, it needs high motivation of the school headmasters, as the leader of an education, he or she not only perform the task monotonously, but trying to achieve excellence and maximum achievement.
- Emotional intelligence, job satisfaction and achievement are mutually correlate to the performance of the MTs headmasters with the moderate correlation strength being 0.549. The influence of the three independent variables on the performance of the MTs headmasters is 30.1%. The results of the data analysis being mentioned above indicate that emotional intelligence, job satisfaction and achievement motivation should be under continuous attention in order to improve performance.

## **5. Conclusion**

The relationship between emotional intelligence and performance of the MTs headmasters is positive and significant. Emotional intelligence becomes one of the competencies that must be owned by the headmasters of the madrasah. In the future, emotional intelligence should be one of the subjects of competence for those who will become headmasters of the madrassas.

Job satisfaction is the condition of one who will be one of the triggers of a person's performance improvement. Job satisfaction can be obtained through various ways, whether it comes from within the individual with a way to be grateful and enjoy the

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work in which he or she engaged in, or outsider factors such as policy or compensation being given.

Achievement motivation is not the usual motivation but rather the development of one's creativity in doing the job. The better one's achievement motivation will be, the higher the competitiveness it has and will impact on work productivity.

Emotional intelligence, job satisfaction and achievement motivation are important parts that affect a person's performance. The stronger and better the treatment of the above three variables, the better the person's performance.

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